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The guide discusses preliminary steps and preparation of lesson plans for writing life experience units, and presents starter units which suggest directions for teachers to follow in unit completion. The starter units are on learning to be healthy and pets at the primary instructional level, recreation and the state of Iowa at the intermediate instructional level, and teen dating and home maintenance at the advanced instructional level. (LE)

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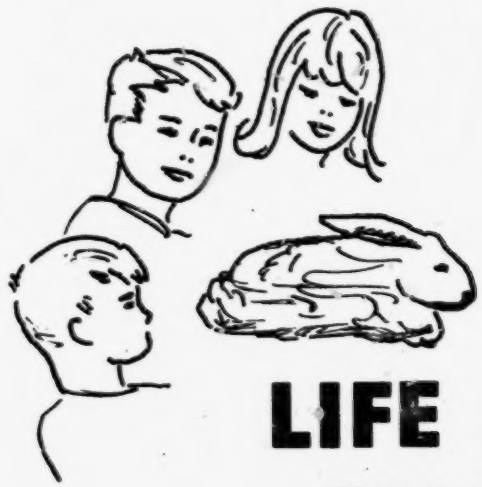

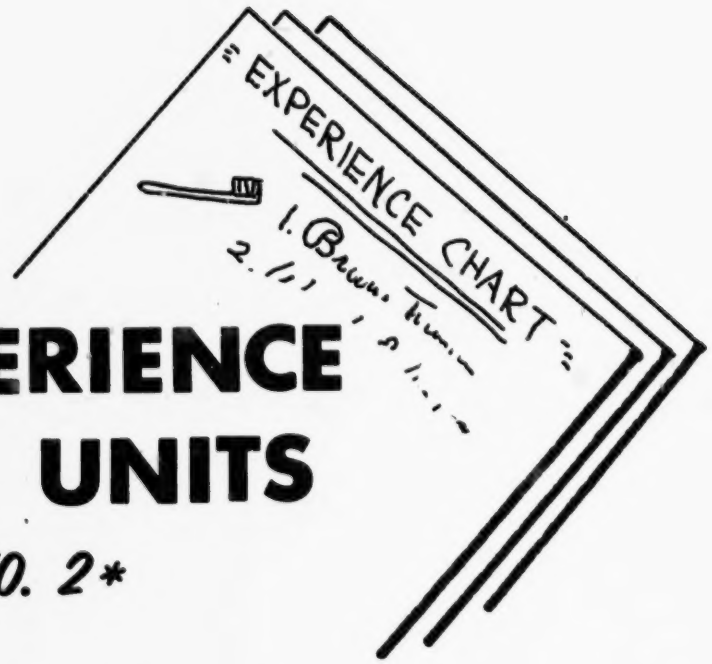

LIFE EXPERIENCE STARTER UNITS

** SET NO. 2 **

ED031830

A Cooperative Program Involving
The Iowa State Department Of Public Instruction
And The University Of Iowa

SPECIAL EDUCATION CURRICULUM DEVELOPMENT CENTER

An In-service Training Program

LIFE EXPERIENCE STARTER UNITS

SET #2.

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The evaluation sheets found at the conclusion of this material represent the continuing effort of the Special Education Curriculum Development Center to meet the needs of the Special Class teacher. It is requested that teachers using this material record statements and specific evaluation points as indicated and submit this to the Center.

The time and effort given to this report will be greatly appreciated. You may be assured it will receive serious consideration in structuring guidelines for further development of materials to be disseminated.

LIFE EXPERIENCE STARTER UNITS

SET #2

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STARTER UNITS

Primary Instructional Level

"Learning to be Healthy" 37

"Pets" 65

Intermediate Instructional Level

"Recreation" 93

"Iowa, Our State". 119

Advanced Instructional Level

"Teen Dating". 149

"Home Maintenance" 181

INTRODUCTION

The number of favorable comments from special education teachers regarding the first set of starter units published by SECDC indicate that a second set emphasizing different topics would be helpful.

It should be reiterated that starter units are intended as a resource. None are completed units; they merely suggest general directions for the teacher. In the final analysis, no set of prepared materials can substitute for teacher ingenuity in providing for the needs of specific children.

The unit topics in this second set will follow closely the format suggested in Guidelines for the Development of Life Experience Units distributed by SECDC in May, 1967. While there are necessarily individual differences within the unit approach, it is felt that a consistent system of unit development will save valuable time for the teacher as she develops her own repertoire of topics.

This set of units, like the first, will include preliminary developmental steps, ten relatively complete lesson plans, and suggested resource materials for expansion. The starter units provide directions and are representative of the expanded topics.

DEVELOPMENTAL STEPS TO WRITING LIFE EXPERIENCE UNITS*

Many teachers approach the writing of units by briefly noting the major points to be covered. Others develop an outline of content and resources relevant to a particular topic. Although some teachers may teach a successful unit in spite of minimal planning, there is considerable room for error. It is also likely that the unit will be less comprehensive than if a major investment had been made in planning the unit. Coupled with these disadvantages, the unit has little meaning for other teachers.

In view of the paucity of instructional materials designed for use with the mentally retarded, it is important that care be taken in the structuring of teacher-made materials so they can be shared. This must be accomplished without adding to the burden of the teacher. If a conceptual framework can be agreed upon among special class teachers, and if teachers are willing to write out their units, then the plans they teach from can also be exchanged with their colleagues. This approach will have a cumulative effect and will result in a resource of teaching ideas.

The position taken in this guide is that if Life Experience Units constitute a substantial portion of the curriculum, then teachers are obligated to plan their units in detail. While the process of systematically developing units may be time consuming, it becomes less difficult as the

*The discussion on developing life experience units presented in pages 5 to 34 are taken from Guidelines for the Development of Life Experience Units, by Edward L Meyen, University of Iowa, 1968. This section is not to be reproduced without permission of the author.

teacher acquires skill in writing units. The approach proposed in this guide is not necessarily unique. It does require the teacher to complete prescribed steps. The process is divided into two areas: preliminary steps and lesson plans.

The purposes of the preliminary steps are to test the potential of the unit topic in terms of its possible contribution to the instructional program, and to assist the teacher in generating ideas relative to teaching the unit. If a teacher encounters considerable difficulty in completing a particular preliminary step, it may be that the unit topic is too vague. It is important to determine the potential of a unit prior to devoting considerable time to writing lesson plans. If a unit topic proved to be inappropriate, it is best not to teach it as a separate unit. Instead, the most relevant aspects of the topic can be taught as part of another unit. Each of the preliminary steps is designed to take the teacher through a series of tasks which will increase his knowledge of the unit topic and to prepare him for the actual process of writing lesson plans.

Preliminary Steps

Keep in mind that the purpose of the preliminary steps is to evaluate the potential of the unit, and in the process, to generate a resource of ideas on content, materials, and techniques relative to the unit topic. To facilitate this effort questions are used to introduce each step. It should also be noted that in progressing through the preliminary steps the teacher is not attempting to write the steps in final form. Rather, the steps are merely intended as a planning process preliminary to the actual writing of lesson plans. The lesson plans will be the body of the unit and will be discussed following this section.

DEVELOPMENTAL STEPS TO THE CONSTRUCTION OF LIFE EXPERIENCE UNITS
FOR THE EDUCABLE MENTALLY RETARDED

Preliminary Steps

I. RATIONALE: Select the unit you plan to teach. (What are the reasons for teaching this particular unit at the present time?)

A. When selecting a unit, you should consider the contributions that the unit can make to the total curriculum.

1. Review the units that have previously been taught.

2. Concern yourself with the needs of the class with respect to strengths and weaknesses in different core areas.

3. Unless past experience with the class indicates a definite need for concentrated work in one core area, refrain from teaching more than one unit with major emphasis on the same core simultaneously.

4. Your personal interest is a poor criterion.

B. State your rationale in the form of a broad descriptive statement.

1. It should reflect the basic reasons for teaching the unit.

2. The statement should also suggest the major results expected from that unit.

II. SUB-UNITS: A sub-unit is a fairly specific topic which is closely related to the basic theme. For example, food, animals, and family might be sub-units in a unit on a farm. (What are the possible related themes on which lessons can be grouped within the context of the unit topic?)

A. At this stage the actual generation of a resource of ideas about the content and direction of your unit begins to take place. These sub-units will later represent collections of possible lessons. It is also quite probable that many sub-unit topics will be deleted as planning progresses.

1. This is the first test of the potential of the unit topic. If it is difficult to develop a list of more than five sub-unit topics, then the basic theme is probably too narrow.

2. This is the <u>key</u> step in reducing later efforts. Two or three lessons can easily be developed on each sub-unit. If the teacher does a good job of identifying sub-units relevant to the basic theme, then the lessons suggested by the sub-units will be interrelated.

B. Determining Sub-Units:

1. The sub-units should reinforce the basic unit.

2. Sub-units can be utilized to strengthen core areas in which the basic units show evidence of being weak.

3. The listing of possible sub-units will facilitate the organization of learning experiences and activities pertaining to the unit.

4. First list what appear to be logical sub-units in random order.

5. Later organize your sub-units into a sequential pattern.

III. <u>GENERAL OBJECTIVES</u>: The general objectives should suggest areas in which lessons can be developed but they should not be as specific as the instructional objectives which will appear in the lesson plans. The purpose of this step is to ascertain the comprehensiveness of the unit through the development of general objectives related to the unit topic. (What are the major goals of the unit?)

A. Follow an outline form in stating objectives.

1. State the objectives.

2. Following the objectives, briefly list information which helps convey the intent.

B. Keep the ability level of the class members in mind when writing the objectives.

C. The objectives will later serve as a guide for the selection and development of lessons.

IV. CORE ACTIVITIES: It is important that the core areas be well represented in each unit. The intent of this step is to encourage teachers to identify actual activities which can be utilized to teach each of the core areas. In other words, the teacher is asked to list specific activities he might use to teach arithmetic, social, communication, safety, health, and vocational skills. Later, when writing lesson plans, the teacher can refer to the listing of activities of core areas in selecting activities for individual lessons. (What activities can be used to teach the core area skills related to the unit topic?)

A. This is an important step in the development of a well balanced unit. If this step is well done the task of writing actual lessons is made easier.

B. This step is also a "test" to determine the strength of the unit in the different core areas.

C. Organizing activities.

1. Sometimes it is helpful to list random activities that are related to your basic unit, then categorize them according to basic core areas.

2. Arrange activities in some order convenient for use. Review each core area and weed out duplications. Also, check to be sure they are properly categorized by core areas. Compare the activities with the pattern of sub-units developed in Step II. Again, the

purpose is to generate ideas on activities and techniques so that a resource is available to draw upon when writing lesson plans.

IV. RESOURCE MATERIAL: (What resource materials and/or people would be appropriate in teaching a unit?).

A. Compile a list of resource material and people for possible utilization in teaching the unit.

B. There is generally an unlimited supply of materials for any given unit topic. These materials are available in many forms and from various sources.

1. Free and inexpensive materials from commercial companies, Chambers of Commerce, various civic departments, etc.

2. Field trips should be utilized to supplement units.

3. There is a wealth of material in the form of visual aids, films, records, magazines, newspapers and disposable items which may also be used to advantage.

4. The construction of model stores, banks, and post offices may be used when they facilitate the understanding of a concept.

C. Resource people may be brought into the classroom for demonstration, discussion, evaluation, or stimulation purposes.

1. Resource people may be used to advantage prior to or immediately following a field trip.

2. This provides an opportunity to evaluate the children's oral discussion, and also their social attitudes in reference to having a guest in the classroom.

3. Use of Resource People

(a) They should understand the nature of their audience.

(b) The assignment should be clear to them. It may be helpful to provide them

a list of questions in advance which could be discussed with the children.

(c) The children should be prepared for the visit.

(d) Their evaluation of the activity should be gained through a follow-up session.

V. VOCABULARY: (What words can most easily be taught in relation to this unit topic?).

A. One of the principal contributions which a Life Experience Unit should make to the retarded child's education is that of helping him develop a useful vocabulary. This vocabulary should include words which are relevant for speaking, writing, listening, and reading.

B. Compile a basic list of words which are particularly relevant to the unit topic.

1. Be alert for opportunities to integrate these words into lessons in a meaningful way.

2. Allow for frequent written and spoken repetition of the vocabulary words.

3. Provide opportunities for the children to use these words.

4. Provide opportunities for review of vocabulary words previously introduced in teaching other units.

C. In listing the vocabulary words considered crucial to the unit topic the teacher should keep in mind that the children will undoubtedly come up with additional words which should be included in the vocabulary list.

SUMMARY

If the preliminary steps have been well developed the teacher should have a resource of ideas regarding the content and scope of the unit from which to draw in writing lessons. The steps were designed to require the teacher to test the potential of the theme while in the process of preparing

the unit. At this point each step should be reviewed in terms of its contribution to the lessons which need to be developed. The cumulative effect of completing the various steps should be kept in mind as each step is reviewed individually.

Step I. Rationale - should have helped to bring into focus the overall purposes of the unit.

Step II. Sub-Units - will be helpful in determining the scope of the unit. If the list of sub-units contain six or less items the unit theme may be too narrow.

Step III. Objectives - was intended to serve as a basis for writing individual lessons. The listing of objectives compiled in this step will provide direction for the development of instructional objectives to be included in the lesson plans.

Step IV. Core Activities - this step was designed to aid in generating ideas on activities and techniques for teaching core area skills.

Step V. Resource Material - should have resulted in the selection of resources relevant to the unit theme. Some units may make considerable use of field trips and resource people, while other units will rely more on resource materials. The more a teacher knows about the community, the more meaningful this step will be.

Step VI. Vocabulary - this step was placed last so that the teacher would have the general scope of the unit well in mind before attempting to build a vocabulary list. Teachers will want to make frequent additions to this list as the unit is taught.

Having completed the preliminary steps the task of writing the lessons should be relatively easy. Teachers will want to make frequent reference to the various preliminary steps as they enter

the lesson writing phase. The major purpose thus far has been to maximize the teacher's knowledge of content and methodology most relevant to the selected unit topic.

Preparing Lesson Plans

The preliminary steps focussed on evaluating the unit topic in terms of appropriateness and potential, and generating a resource of ideas on the unit topic. Having completed the preliminary steps, the teacher should know the unit topic, and be better prepared to incorporate the unit content into the curriculum than if he had begun to develop the unit by writing lesson plans.

The approach proposed in the guide for developing units places considerable importance on the design of lessons. Teachers are encouraged to carefully write out the lessons in advance. This does not mean that each lesson should be written exactly as the teacher anticipates the teaching aspect of the lesson. Rather, the lessons should be sufficiently descriptive so they are meaningful to other teachers. They should also be written so that the teacher, in reviewing the unit a year or more later, will be able to determine the basic information, concepts, and skills emphasized in the unit. This is important for the development of other units, as well as in communicating to future teachers the instructional program provided the pupil while in a specific class.

If the unit being planned is likely to require four to six weeks to teach, it may be advisable to write the first 10 to 15 lessons in detail, and merely to outline the remainder of the lessons. Once the unit is underway, and it is possible to anticipate whether or not you have overlooked any major area of content in your preliminary planning, the remaining lessons can be developed.

Suggested Format

SCOPE OF LESSON: 1._____

2._____

3._____

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1._____			
2._____			
3._____			

SCOPE OF LESSON STATEMENT AND COLUMN I

Scope of Lesson and Instructional Objectives

The Scope of Lesson statement and Column I of the lesson plan format refers to "Scope of Lesson" and "Instructional Objectives." This approach has been selected because it provides for a general description of the lesson to be taught, as well as the specification of the behavior of the students which hopefully will be changed as a result of the lesson. Although the "Scope of Lesson" and the "Instructional Objective" represent two distinct functions on the part of the teacher in writing the lesson, they are interrelated to the degree that they are completed as one task.

Scope of Lesson: The purpose of stating the "Scope of Lesson" is to require the teacher to decide the general content of each lesson prior to stating specific instructional objectives or selecting activities. Once the scope of the lesson has been decided, the alternatives relative to objectives, activities, and resources have been narrowed. In reviewing Steps II and III of the preliminary step pertaining to sub-units and general objectives, the teacher has an immediate resource of ideas from which to select meaningful lessons. Having organized the general objectives from Step III into a logical sequence, the task becomes one of taking a general objective from Step III and restating it as the "Scope of the Lesson". It should be noted that you may need to develop a number of lessons which are not initially reflected in the general objectives. Thus, in developing lessons, don't restrict yourself to the topics implied by the general objectives in Step III; situations will probably occur which will cause your unit to move in a direction you had not anticipated.

In stating the scope of the lesson you are actually writing a reminder to yourself as to the content of the lesson. In reference to Figure I, you will note that the "Scope of Lesson" resembles an objective. The differences are that it relates to the total lesson, does not focus on the individual student, and is placed in a context which suggests that it is written for you, the teacher.

Figure 1

SCOPE OF LESSON:

Introduce the students to examples of rules and laws.

Establish an understanding of the difference between rules and laws.

Stimulate thinking relative to the consequences of breaking laws.

INSTRUCTIONAL OBJECTIVES

To be able to give definitions which are acceptable to the teacher to the words "rules" and "laws."

To be able to list people who enforce various rules and laws.

Although the statements should be kept brief, they should cover the major content, concepts, and/or skills which you anticipate teaching through the lesson. For many classes of retarded children a lesson will focus on only a single concept. As a result, the scope of the lesson statement will be very brief. With more advanced students their attention span will be longer and their comprehension better; thus, the scope of the lesson may be comprised of three or four major statements.

The advantage of identifying the scope of the lesson is that it helps you keep the lessons relevant to the unit theme. You can review the "Scope of Lesson" statements for 10 or 15 lessons and have an immediate check on whether or not you are keeping within the realm of your unit theme. This, of course, assumes that you teach what you imply in the "scope of lesson" statements.

In writing the scope of lesson statements, write them as notes to yourself. Say to yourself, "I am going to . . . teach, introduce, review, present, orient, establish, stimulate, etc." then proceed to indicate the information, concept, or skill involved. Complete sentences are not necessary if you consistently begin with a verb. This type of phrasing implies you are referring to yourself, the teacher, as the subject.

Instructional Objectives: In Step III of the preliminary steps it was suggested that you identify the general objectives for the unit. You were instructed to determine the major

objectives for the unit. While you were encouraged to be explicit, the point was made that in the preliminary planning you were concerned primarily with the overall unit and not individual lessons; it was permissable to be general in the statement of objectives. However, in stating instructional objectives for particular lessons the circumstances change considerably. It now becomes necessary to be very specific in specifying objectives.

The instructional objectives determine all aspects of the lessons. They provide the basis for selecting activities as well as resource people. They also influence the content of the experience charts. Unless the objectives are well stated, the teacher will probably enter the teaching of the lesson with only a vague idea of what the students should gain as a result of that lesson. Well designed objectives are necessary for every lesson. The cumulative effect of stating instructional objectives for each lesson throughout a unit has its greatest impact in the realm of evaluation. In essence, the instructional objectives serve as the criteria for assessing pupil progress.

Many teachers find the task of writing instructional objectives difficult. This may be due to a failure on their part to acknowledge the importance of well stated objectives. It may also be due to a lack of knowledge in the subject matter for which they are writing objectives; or it may be due merely to insufficient experience in writing instructional objectives.

The instructional objectives should describe what the student should know or be able to do as a result of participating in the lesson. The object should focus on the learner, not the teacher. In developing lesson plans for Life Experience Units, the instructional objectives serve as the basis on which the lesson is built.

Teaching is aimed at changing the behavior of the student. By behavior is meant the performance of the child. In other words, if you have been successful in teaching a particular concept to the student then there should be some change in what the student is now able to do. This change may be reflected in his performance of selected overt tasks or in verbal responses. The objective may be to teach the child to court five objects. You must, therefore, structure a situation in which the child is called upon to count five objects. Then you can determine whether or not the objective has been met.

Suggested steps for writing instructional objectives for Life Experience Units

1. Use the scope of the lesson statements and the ability of the students as your frame of reference. The objective should directly relate to the content suggested in the scope of the lesson. Knowledge of student performance is necessary if the objectives are to reflect reasonable expectations in terms of the abilities of the students.
2. Identify the specific behavior you wish to establish and determine the level of performance which you will accept as successful attainment of the objective. For example, if you are teaching the use of the telephone to a primary age group of educable mentally retarded youngsters, the desired behavior may be to have the students successfully dial their home phone number.
3. The instructional objectives should suggest the conditions under which the desired behavior should occur. For example, if you write John's phone number on the chalkboard and then ask him to dial the number, this is a less difficult task than asking him to recall his phone number and dial it accurately. An additional task would be involved if you merely gave him a person's name and

asked the student to call him. In this case the student must also be able to use a phone directory. The student who is capable of handling the latter situation is performing at a level higher than the child who can only manage to complete the first example. Therefore, the teacher needs to make the instructional objective explicit so that the conditions under which the task is to be performed is also obvious.

4. In stating the instructional objectives, use phrases such as "to be able to...write, recall, identify, contrast, solve, create, etc."

Figure 2

Examples of Instructional Objectives

To be able to choose appropriate clothing, given an example of a social situation and weather conditions.

To be able to identify cities, towns, highways and rivers on an Iowa road map.

To show competence in check writing and bank book balancing by performing the assorted operations satisfactorily in a testing situation.

To be able to demonstrate understanding of the concepts of tallest, shortest, middlesized by choosing appropriate objects.

To be able to name a body part from a description of it.

To be able to read and verbalize the correct time given various positions on a demonstration clock.

5. Keep in mind that if you are to ascertain if the students have attained the objective, it will be necessary to evaluate their performance. Be alert for techniques which you can employ for this evaluation. In many cases the evaluation can take place through observation and other informal techniques. There will, however, be times when it will be necessary to develop test items, role playing situations, or other formal means of evaluation.

REFERENCES

The following references will be helpful to special class teachers in developing instructional objectives:

Benjamin S. Bloom, editor, Taxonomy of Educational Objectives - Handbook I: Cognitive Domain. David McKay, Inc.; New York: 1956.

William W. Lynch, "Instructional Objectives and the Mentally Retarded Child," Bulletin of the Indiana University School of Education (Vol. 43, No. 2). March, 1967.

Robert F. Mager, Preparing Instructional Objectives. Fearon Publishers, Palo Alto, Calif.: 1962.

COLUMN II

Activities

In Column I, the emphasis was on specifying the content of the lesson and how the behavior of the students should change as a result of participating in the lesson. Thus, the direction of the lesson has been determined and the task is now one of designing activities which can be used to carry out the objectives of the lesson. In Step IV, the Preliminary Steps activities were identified which pertain to the unit theme and which are also applicable in teaching information and/or skills relative to the six core areas. Consequently, you have a resource of relevant activities from which to select in developing the experiences for each lesson in the unit.

Prior to deciding on activities for particular lessons, review Step IV and V of the Preliminary Steps. This will remind you of the array of activities and resources which are relevant to the unit theme.

Conditions to be met when selecting activities:

1. The selected activities must allow for the teaching of specified instructional objectives. This does not mean that additional information or skills cannot be taught. Rather, it is to reinforce the point that the objectives determine what is to be accomplished through the lesson, and the activities represent how the material is to be taught.

2. The activities must be commensurate with the abilities of the pupils. Many activities are not successful with retarded pupils because they are too difficult or because the tasks involved are foreign to the pupils. The teacher must know the ability level and experiental

background of his pupils, as well as the subject matter of the unit given, prior to selecting activities for a given lesson.

3. As noted in Part II of this guide, certain unit topics lend themselves to teaching information and skills in one core area, whereas they contribute a few opportunities to present learning tasks related to other core areas. The teacher must take advantage of this situation. For example, if a unit on measurement is being planned, the teacher will want to select a number of arithmetic-type activities because the teaching of certain measurement concepts relates closely to arithmetic. The selection of activities must also be geared to the needs of the pupils in the different core areas.

4. Keep the activities meaningful. It is important for the mentally retarded to see some application of what you ask him to do. It is difficult for the retarded to understand that he may later have a need for something you want to teach him now. Emphasis should be given to designing activities which involve the student in experiences in which he sees some practical application.

5. Plan for evaluation. Since the activities column is used in this guide for recording how the lesson is to be taught, reference should also be made to evaluating what is taught. Some activities in a teaching sequence are evaluative in nature--for example, asking pupils to list specific information. In other cases the teacher may not record evaluation techniques for each lesson; however, he should make a practice of noting appropriate means of

assessing pupil performance.

6. Plan for use of experience charts. The development and use of experience charts are discussed in detail on pages 35 to 45. It is recommended that the reader review the previous references at this time, since the approach taken in this guide to the teaching of Experience Units makes considerable use of experience charts.

Guidelines to Describing Activities in the Lesson Plan Format

1. Sufficient narrative information should be included so that another teacher reading the lesson plan would be able to relate the suggested activities to the instructional objectives.
2. List the activities in the order you anticipate using them in your teaching procedures. Of course, the sequence should remain flexible; however. ordering the activities in a logical sequence will add meaning for persons who may read the lesson plans.
3. Resource materials or persons should be identified in Column III in close proximity to the activity in which they are to be used. Complete bibliographical data should be listed for books and other printed matter used.
4. If seatwork is to be used it should be identified in the activities column but placed in the appendix of the unit or attached to the page on which the activity is described. The important thing is to sufficiently identify the exercise so that there is no question regarding which particular seatwork exercise is being referred to. Seatwork can and should

involve things in addition to worksheets and other duplicated materials--for example, copying an experience chart story to include in a student notebook, comparing prices used in newspaper advertisements, etc.

5. Plan for teaching the vocabulary words identified in Step VI of the Preliminary Steps.

COLUMN III

Resources

Column III should be used to identify the resources you plan to use in your lesson. The selection of resources will depend on the activities which have been planned. In Step V of the Preliminary steps, an inventory of resource materials, persons, and field trips was developed which pertains to the unit topic. This inventory should be reviewed when choosing resources for use during the lesson. In the resources in the lesson plan, it is important that they appear along side the activity in which they are to be used and that they be well documented. The latter involves including all necessary information requested to order a film, book or other instructional material. In the case of field trips the place, address, and key contact person should be specified. Resource people should be listed by name and address, or if you are mainly interested in using a person representative of a particular occupation, merely listing the occupation would be sufficient in the planning steps.

COLUMN 4

Experience Charts

The use of experience charts has long been a popular tool for teachers of language arts. For the most part such charts have been employed as a major vehicle for the teaching of beginning reading. Although the technique has retained its popularity, its application in the classroom varies considerably from teacher to teacher. Some teachers use experience charts merely to record information, e.g., daily weather report, student jobs for the week, and special events; others use them as the focal point in the development of stories in teaching. In the use of Life Experience Units with the educable mentally retarded, however, experience charts can serve a more significant purpose. They can provide a means for teaching subject matter, as well as an effective tool in the teaching of academic skills. This expanded use of experience charts is central to the process of unit teaching presented in this guide.

Experience charts can be described as written accounts of experience developed by the children in cooperation with their teacher. Reference to the physical features of the chart, e.g., chalk board, or tag board, would add more meaning to the description. While this simplified definition might appear sufficient to some teachers, it doesn't suggest the many uses or the instructional implications of experience charts. Herrick and Nerbovig (1966) place experience charts in perspective through the following discussion:

1. The charts are based on some experience that the children and the teacher have had, are having, or are about to have, together.

2. The specific subject matter for experience chart writing should be related to an appropriate part of the total experience of the teacher and students together, and should grow naturally out of that experience and its development.

3. Experience chart writing is based on something children know about, have had an opportunity to observe, explore, try out, and utilize on some first-hand basis.

4. Experience chart writing provides a basis for helping children discover what the real processes of writing are: the alternative ways in which the same idea can be expressed, the ways in which a language choice is resolved, and how improvements can be made in future writing projects.

5. Experience chart writing provides a valuable means for enriching and developing language power.

6. Experience chart writing helps a child put the necessary components of writing into their proper relationships and become aware of each necessary contribution.

7. Experience charts may be written to be used many times and for many purposes.

In reviewing Herrick and Nerbovig's eight descriptive statements, note the emphasis on skill development. For example, reference is made to listening, observation, recall language, etc; however, the limited attention given to subject matter centers on the content of the chart pertaining to the experience being recorded. Their book is aimed at the regular class, where we find a wide array of printed material through which the subject matter of the curriculum is conveyed. This is not the situation in special classes for the educable mentally retarded. While there are some texts specifically written for the mentally retarded, the teacher typically is forced to modify regular material to the needs of the mentally retarded.

Herein lies a major use of experience charts in teaching the mentally retarded-- they can be effectively used in teaching subject matter. As discussed in the introduction of this guide,

Life Experience Units should be used to teach content as well as to develop skills. The content of a unit becomes the subject matter. The role of experience charts in teaching skills is reflected in their continued use in the regular language arts programs, particularly in lower grades. The proposed role of experience charts in using Life Experience Units with the mentally retarded will capitalize on this feature and make extended use of them as a means of teaching subject matter, i.e., the unit content.

In addition to serving as a technique for teaching skills and subject matter, experience charts assume three process-type functions in unit teaching:

1. <u>They add continuity to your unit</u>. If an experience chart is developed as part of each lesson, an accumulation of subject matter evolves through the series of experience charts. Charts from previous lessons can serve to stimulate the thinking of the students on the theme of the unit. At the completion of the unit the experience chart represents a text of the unit, with the order of experience charts representing the sequence in which the unit lessons were taught.

2. <u>They provide a source for review</u>. The experience charts can serve as the focal point for reviewing a particular lesson or the complete unit. They become a permanent source of review. Even as much as a year later the charts can be used to review the basic content taught through the unit. Since the students contributed to building the chart and have read them numerous times during the teaching of the unit, the experience chart, as a review technique, is very concrete and meaningful. Without such a source the review of

units often falls into the realm of discussing scanty information on the unit topic, or the review of student projects which typically, are not inclusive of all the concepts or information covered in the unit when it was originally taught.

3. They serve as an attention holding device. Many teachers encounter difficulty in teaching units because they persist in "talking" rather than teaching. Even with good listening skills such an approach is not very appealing. Although student participation in activities can be encouraged and various audio-visual techniques employed, a need still exists for a center of attraction. The experience chart fulfills this need if appropriately used. The experience chart should be developed through the lesson and not merely as a culminating activity. As the children contribute to building the chart, the experience chart comes to be viewed as the product of the lesson, and consequently the focus of their attention.

Developing Experience Charts

Although the experience chart is placed last on the lesson plan format, the teacher must begin to think about what he hopes to record on the chart as he begins to specify the instructional objectives for a given lesson. When the scope of the lesson has been determined and the instructional objectives completed, you should have in mind the specific information you anticipate recording on the chart during the lesson. This is not to suggest that you should attempt to obtain from the students during the lesson the exact wording included in your lesson plan. Rather, the teacher should write down in the experience chart column the major points he hopes to gain from the students during the lesson. It then becomes the teacher's responsibility to stimulate discussion in order

to obtain the desired response.

The content specified in the lesson plan, as well as the content which results from the lesson, should reflect the scope of the lesson statements and the instructional objectives. The activities listed in the activities column may or may not be referred to on the experience chart. If a demonstration is provided or a field trip is taken during the lesson, then the experience chart will probably contain information on the lesson activities. However, if the activities involve an exercise in making change, or a task which is incidental to the theme of the unit, it may not be reflected in the experience chart. Here are some suggestions for planning experience charts in your lesson plans:

1. Plan an experience chart for each lesson.
2. In writing your experience chart as part of the lesson plan, write it as you would hope the children will develop it. Don't describe it. For example, don't say, "Identify safety rules." Instead, specify the rules in your plan. The process of writing the charts out in detail in your plan is excellent practice. It allows you an opportunity to evaluate the relevance of the content to the unit theme. It also affords you a chance to plan for the inclusion of specific vocabulary words on the experience chart.
3. Review the scope of the lesson statements and the instructional objectives prior to writing the experience chart in the lesson plan. Be sure the content of the chart relates to the scope and instructional objectives.

4. Review previous experience charts. Avoid redundant wording. For example, if a previous lesson begins, "Today we..." vary the beginning of the next chart.
5. Keep sentences short and avoid complicated punctuation. Sentence length should average about seven or eight words at the 10-12 age level; and twelve words at the 12-14 age level. Pictures combined with words should be used on charts at the primary level.
6. Plan brief, explicit experience charts. If the teacher has planned the experience chart in advance, the task of stimulating appropriate discussion and obtaining the desired responses from the student will not be difficult. The strong emphasis on planning experience charts is due to the role of experience charts in teaching the subject matter of the unit. If the experience chart was only being used in relation to the skills, less planning would be necessary. The expanded use of experience charts dictates the need for planning.

Suggested techniques in using experience charts:

1. Use an easel large enough to hold 24 x 36 newsprint or other lined paper. The easel should be sturdy and tall enough so that you can comfortably write on it and the children can clearly see it from their desks. At the secondary level many teachers find the use of the overhead projector as a more acceptable means of developing experience charts.

2. Experience chart paper can be purchased in a variety of sizes. However, 24" x 36" paper provides enough space for sizable stories and is large enough to use for illustration purposes. Although experience chart tablets can be purchased, they are rather expensive. They are also restricted in that they contain a standard number of pages. Lined newsprint can be inexpensively purchased by individual sheets. The teacher can bind in tablet form the number of sheets he anticipates using during the unit. Heavy tag board can be used as a cover to protect the pages.
3. Use a black wax pencil. The type used to mark groceries works quite well. If you are using newsprint, magic markets will soak through. Crayons do not mark black enough to be easily read from a distance.
4. Use cursive or manuscript depending on the ability of your group. In a transitional group manuscript printing may be used on the chart but the advanced students may be required to copy in cursive.
5. When possible, record the chart in paragraph form. Occasionally listing will be necessary; however, avoid frequent use of listing.
6. Prepare two or three leading questions in advance. The questions should be formulated to evoke responses relevant to the content you wish to develop on the experience chart.
7. While writing on the experience chart you can hold the attention of the students by directing questions to specific students. For example, you might ask about the spelling of a particular work, ask about needed punctuation, or merely ask a student to

relate the comment being recorded. Such questions help to keep the discussion going while you are involved in the writing process. It also helps to prevent management problems.

8. Have students read the experience chart orally after it has been developed. Individual students may be called upon to read the entire chart or a portion of it.
9. If it is necessary to copy a chart over after class, avoid changing the content. Sometimes the legibility can be improved if copied over under more favorable conditions. If grammar or misspellings are corrected they should be brought to the attention of the class during succeeding lessons.

The teaching of Life Experience Units as described in this guide places considerable responsibility on the teacher in the development and use of experience charts. Many teachers will initially encounter difficulty in developing experience charts which sequentially present the content of the unit. The only short cut is through good planning and practice. Students soon become acclimated to the technique and assume a major share of the responsibility for constructing the chart during the lesson.

Uses of Experience Charts

The use of experience charts is not restricted to the recording of unit content. Charts can be designed to meet a number of uses. Once completed, experience charts can also serve a number of purposes.

Experience charts can be used to (1) record subject matter of unit, (2) develop academic skills, (3) present seatwork activities, and (4) administer short tests.

Once an experience chart or a series of experience charts has been completed they can be put to a number of instructional uses, such as:

1. Reviewing a particular lesson or a completed unit.
2. Reading.
3. Writing experiences.
4. Source of discussion.

As previously stressed, the approach to the development and teaching of Life Experience Units to the mentally retarded proposed in this guide makes considerable use of experience charts. The charts serve as a means of developing skills and teaching the subject matter of the units. They also add continuity to the unit and provide a permanent source for review purposes. It should be kept in mind that the experience chart plan which the teacher includes in the lesson plan format is merely a guide. The wording of the experience chart developed during the lesson must come from the pupils.

REFERENCES

The following references will be helpful to special class teachers in developing and using experience charts.

Chappel, B. M., "Are You Using Pupil-Made Charts?" GRADE TEACHER 73:48 (April, 1956)

Herrick, Virgil E. and Marcella Nerbovig. USING EXPERIENCE CHARTS WITH CHILDREN. Charles E. Merrill Books, Inc., Columbus, Ohio, 1964.

Lamoreaux, Lillian A. and Dorris M. Lee. LEARNING TO READ THROUGH EXPERIENCE. Appleton-Century-Crofts: New York, 1943.

Lee, Doris M., and R. V. Allen. LEARNING TO READ THROUGH EXPERIENCE. Appleton-Century-Crofts: New York, 1963.

Liechti, A. O., and Chappell, J. R. MAKING AND USING CHARTS. (San Francisco: Fearon Publishers, 1957, 1960).

May Lazar, et. al., EXPERIENCE CHARTS: A GUIDE TO THEIR USE IN GRADES 1-3, Educational Research Bulletin No. 13, Bureau of Educational Research, Board of Education of the City of New York (May, 1952).

Rothschild, A. E., "Charts, and How to Use Them," GRADE TEACHER, 72:59 (October, 1954).

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LIFE EXPERIENCE STARTER UNIT

LEARNING TO BE HEALTHY

PRIMARY LEVEL

UNIT TOPIC: LEARNING TO BE HEALTHY

INSTRUCTIONAL LEVEL - PRIMARY

I. RATIONALE

There is scarcely a topic of more intimate and vital concern to children, of whatever age and intellectual capacity, than the human body. From earliest infancy we train them to exercise control over their bodies. However, there are two factors which work against the retarded child.

1. His retardation limits his ability to pick up the information, routines, habits, and attitudes necessary for proper care through informal practice in daily life.
2. The cultural background and home environment may seriously interfere with opportunities for learning. The child's parents and relatives may be ignorant of, or unable to do, the things we attempt to teach. This results in improper examples and little reinfo ce-ment.

For these reasons, a unit on this topic should be taught as early as possible, and should be retaught, with expanded skills and information, as bodily needs and functions change.

II. SUB-UNITS

A. Health Routines
B. Food
C. The Farm
D. Stores and Supermarkets
E. Home and Family
F. Clothing
G. Our Neighborhood
H. Courtesy
I. Getting Along With Others
J. Recreation
K. Physical Fitness
L. First Aid
M. Safety
N. Cleanliness

III. GENERAL OBJECTIVES

1. To learn the names and basic functions of the parts of the body appropriate for the primary level.
2. To develop and practice daily routines and habits necessary for keeping healthy and clean.
3. To understand the importance of proper nourishment for the body.
4. To practice health habits related to food and eating.
5. To learn about and become familiar with people who help keep our bodies well.
6. To become aware that people have similarities and differences - size, shape, color of skin, hair and eyes, likes and dislikes.
7. To become aware that children grow and change as they increase in age and that the things they can and can't do also change.
8. To learn how the human body employs the senses to get information about the world around it.
9. To realize that being healthy entails feeling good physically and mentally.
10. To learn to recognize symptoms of common childhood illnesses.
11. To become aware of some human emotions.
12. To learn and practice safety rules along with elementary first aid.

IV. CORE AREA ACTIVITIES

A. Arithmetic Activities

1. Prepare various foods for snacks - measure amounts of ingredients.
2. Set table for snack - one place setting for each person. Use relational terms such as next to, on top of, behind.
3. Mark off heights of children and teacher on a long sheet of paper on wall. Compare height-concepts: tall, short, taller, shorter, and tallest, shortest. Repeat with other dimensions.
4. Make handprints of children and teacher - concepts of big and little.
5. Set up a store with empty food cartons and plastic foods. Children should use play money to make purchases.
6. Prepare a chart with pictures of various parts of the body. Count how many of each part (each child can do this on his own body) and indicate the number next to the picture on the chart.
7. Develop rudimentary concepts of time: have children turns the hands on the Judy Clock around ten or eleven times to indicate how much sleep they need at night. Mark real clock with masking tape to indicate when the children are to get off their mats at the end of rest time and have the children note when this happens.
8. Using toy telephones, play a game where children call another person and invite him over to play. Be sure they include their name, address and phone number. Discuss reason for knowing this information.

B. Communication Activities

1. Use toy telephones to invite other children and teachers to a party. Prepare snacks beforehand.
2. Write to school nurse (experience chart approach, to be recopied by teacher) asking her if the class can visit her office. This may be repeated with other field trips and resource people.
3. Prepare a scrapbook on foods by having children cut out and paste magazine pictures on construction paper. Show meals of appropriate quality and quantity for proper nutrition.
4. Listen to, observe and follow directions of resource people, both in classroom and on field trips. Discuss possible questions to ask (in advance). Ask these questions.
5. Review visits and field trips by having children draw a picture of what they remember most or liked best.
6. Display a chart with pictures of people eating each of the three meals and a snack. Show the children magazine pictures of various foods and have them categorize according to proper meal. Paste pictures on chart in the appropriate section.
7. Prepare get-well cards for children who are absent from class with illness.
8. Use 35 MM camera to document field trips and recap with slide show and discussion.

C. Social Competencies Activities

1. Invite other school personnel (principal, nurse, secretary) to the class party. Have the class decide on the appropriate way to treat guests in the classroom, and put this into effect.
2. Cooperatively develop simple rules of behavior for field trips. Review class behavior after

each trip--how did we act; did we break the rules; how can we be sure to remember the rules next time.

3. Learn to set the table according to what will be eaten. Practice this during snack. Additional practice may be gained utilizing doll dishes and silverware.
4. Using flannelboard figures, have students assist in making up little stories about children who know how to share and those who don't. Concepts such as waiting for one's turn and sharing when there isn't enough of a particular item, etc., should be worked in wherever possible.
5. Have children help one another with shoes (lacing, buckling), clothing (zippers, buttons, snaps).

D. Health Activities

1. Practice daily routines in class, verbalizing about what the class is doing (such as: "It's lunch time, time to wash our hands.").
2. Talk about and have children demonstrate the various ways we can move our bodies -- stretch, jump, roll, wiggle, slide, bend, etc.
3. Reinforce the names of the parts of the body by singing songs in which the children must move a portion of their bodies: One Finger, One Thumb...Keep moving: Head, Shoulders, Knees and Toes, Where is Thumpkin? Put your finger on your nose, and others.
4. Play a circle game where one child is blindfolded or covers his eyes and moves to the center. Another child is chosen to clap. The child in the center must indicate the direction from which the sound is coming. Vary this by picking one child to move about the room in some way (walk, run, jump) and having the others close their eyes and guess how he is moving.

5. Demonstrate and develop the sense of touch by placing objects with distinctive textures and shapes (fur, feather, sandpaper, wood, bark, stone, etc.) under a piece of cloth. The children take turns reaching under and, without looking, try to identify the object.

6. Have children taste several common fruits, vegetables. Discuss the procedures necessary to render food edible. Warn against eating unknown fruits or plants.

7. Have a sensory contest. Blindfold the children and let them try to guess what they are touching, tasting, smelling, hearing. Discuss the implications of the loss of these senses, emphasizing ways of protecting them from damage.

8. Dramatize various emotions - give examples such as anger, friendship, sadness. Discuss how they feel and how to handle them.

9. Visit the school nurse and other health workers, i.e., dentist and optometrist, to become acquainted with their role in the children's healthy growth.

10. Note individual differences among children in the class. Make a chart which displays some obvious characteristics, hair and eye color, for instance, and under each category list the names of people in the class who display that particular characteristic.

11. Discuss and dramatize how a sick body feels and what we do about it -- go to bed, check our temperature, take medicine.

12. Arrange for an infant to visit the class. Have the children note the general level of development and compare with their own. Talk about how the baby must be cared for and fed by the mother.

E. Safety Activities

1. View films on safety in classroom and on the playground.
2. Prepare flannelboard figures from Leaf's Safety Can Be Fun. Read the story and have children tell what is happening to the flannelboard figures, manipulating them if necessary, to indicate falling, etc.
3. Play a sentence completion game. Teacher provides the beginning: If I ran into the street without looking,_____; If I used a sharp knife,_____; If I put my hand on a hot stove,_____;. The children should supply a logical ending.
4. Take a walk in the vicinity of the school, crossing streets, etc. While on the walk, have children verbalize about the safety rules they are practicing.
5. Set up "streets" with chalk or masking tape on the floor of the class room. Two children can hold up red and green signs, a third can direct the rest of the children across the streets. Dramatize other common traffic problems using standard street and traffic signs.
6. Prior to food preparation, show children a pictorial chart of safety procedures in this area. Discuss those related to using sharp instruments, walking carefully while carrying breakables, hot stoves, wiping up spills immediately, and so on. Implement them in the actual preparation of food.
7. Discuss safety hazards of tasting or touching unknown substances (i.e., medicine, contents of bottles, etc.).
8. Discuss hazards of fire, explosives, electric shock, firearms, pointed objects.

9. Take field trip to local industrial complex. Have management discuss and demonstrate safety practices to be observed by children.

F. Vocational Activities

1. Prepare a helper's chart in which each child is made responsible for a simple room task. These jobs should be rotated periodically.
2. Care for pets in the classroom: compare the things we must do for pets to what we do for ourselves.
3. Provide many opportunities for children to listen, follow directions and complete a sequence of activities both in games and in the course of daily activity.

V. RESOURCE MATERIAL

A. Books

Klein, Just Like You; Harvey House, Inc., 1968

Thompson, Doctor John; Melmont Publishers, 1959

_____, Miss Sue, The Nurse; Melmont Publishers, 1961

Jubliner, Jill's Check Up; Melmont Publishers, 1957

Shapp, Let's Find Out About Safety; Franklin Watts, 1964

Leaf, Safety Can Be Fun; J. B. Lippincott Co., 1938

Haynes, The True Book of Health; Children's Press, 1954

Aliki, My Hands; T. Y. Crowell Co., 1962

Krauss, The Growing Story; Harper & Row, 1947

Green, Is It Hard? Is It Easy? Wm. R. Scott, Inc., 1958

Langstaff, A Tiny Baby for You; Harcourt, Brace & Co., 1955

Exler, Growing and Changing; Lothrop, Lee & Shepard, 1957

B. Picture sets and posters:

Teaching Pictures; David C. Cook Publishing Co., 1966

1. Social Development

2. A Trip to the Farm

3. Health and Cleanliness; Food and Nutrition

SVE Picture-Story Study Print Set; Society for Visual Education, Inc., 1966

1. Neighborhood Friends and Helpers

2. Hospital Helpers

Songs for the Flannel Board: Davic C. Cook Publishers, 1966

Our Community Helpers; Wheelwright Press, 1962

1. Medical Helpers (series 3)

Hays Posters (set 1); Hayes School Publishing Inc., 1957

1. Health

2. Good Manners

3. Safety

Trend Bulletin Board Teaching Sets; Trend Enterprises

1. Health Day-By-Day

C. Miscellaneous

plastic fruits and vegetables

food cartons and cans; play money; cash register

doctor kit

Teaching Clock; Judy Co.

resource people and places to visit - doctor, nurse, dentist, supermarket, school cafeteria, infant

magazine pictures

Peabody Language Development Kit - Level 1
American Guidance Service, Inc.
Publishers' Building, Circle Pines, Minnesota 55014

cards for activity, clothing, fruits and vegetables, food, people

Instructo Activity Kit - The Classification Game

familiar objects of various shapes, textures, etc.

real fruits and vegetables

cooking equipment and supplies (pudding, applesauce)

soap, towels, toothbrushes and paste, cups

art supplies

classroom pets

flannel board materials and figures

D. Films (from University of Iowa Catalog of Educational Films, 1966-69; Audiovisual Center)

Ordering address: Audio Visual Center
Division of Extension and University Services
University of Iowa
Iowa City, Iowa 52240

Films:

Beginning Responsibility: Doing Things for Ourselves in School: U-6096

Growing Up Day by Day; U-5055

Patty Learns to Stop, Look, and Listen; U-3462

Choosing Clothes for Health, U-3622

Cleanliness and Health, U-2695

Primary Safety: In the School Building: u-3518

Primary Safety: On the School Playground; U-4317

Tommy's Healthy Teeth; U-4224

Your Friend, the Doctor; U-3154

How Billy Keeps Clean; U-3355

Eat Well, Grow Well; U-6155

I Never Catch a Cold; U-2196

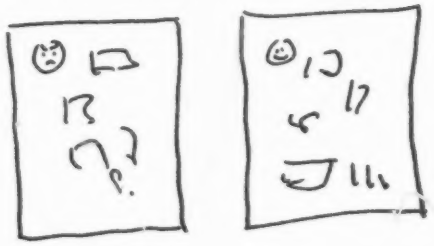
VI: VOCABULARY

body	flush	breakfast	nurse	small	rain
legs	soap	lunch	office	touch	snow
arms	water	supper	hospital	taste	sunny
nose	dirt	snack	shot	tongue	small
mouth	warm	healthy	dentist	different	smaller
ears	sleep	manners	teeth	color	poison
head	hours	polite	toothbrush	grow	ice
skin	minutes	please	eye doctor	change	fog
fingers	hair	thank you	eyes	baby	milk
toes	nails	taste	check-up	grownup	hamburger
move	clothes	big	sick	medicine	Band Aid
run	home	little	thermometer	druggist	handkerchief
jump	family	middle-size	angry	drugstore	
bend	together	safe	sad	pets	
stretch	food	hurt	happy	animals	
exercise	fruits	danger	laughing	homes	
wash	vegetables	stop	hurt	warm	
bath	meat	careful	wait your turn	cold	
shower	farmer	hurry	see	hot	
store	cook	doctor	hear	wet	

LESSON #1

SCOPE OF LESSON:

1. Introduce the unit topic on Health.
2. Develop the concepts of good and poor health practices by presenting situations for comparison.
3. Emphasize the needs for good health practices in the personal lives of the children.

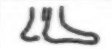
INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
1. To demonstrate interest in health practices by participating in class discussion. 2. To verbalize the importance of good health practices in becoming strong and healthy.	1. Tell, via flannel board figures, the story of "A Very Bad Day." Introduce Tom, a young boy with a sad face. Ask class if he looks happy or sad. Establish that he is sad and have them speculate about what would make him feel sad. Move him through the events of his day as the teacher depicts them in story form: (a) Went to bed late and woke up tired. (b) Wouldn't eat breakfast and was hungry all day. (c) Dawdled with dressing and missed the school bus. (d) Wore a thin sweater on a cold, rainy day and sat in school wet and chilled. (e) Didn't like school lunch and ate dessert only. (f) Wouldn't let sister or friends share his toys and was left to play by himself.	Flannel board figures and scenes - Tom, bed, table, Mother, school bus, children at lunch, children and toys, sweater, rain and clouds, car and traffic light, Father. Oaktag, marker Magazine pictures	Bad Day Good Day 

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	(g) In taking a walk, he ignored red light and didn't look before crossing; a car nearly hit him. (h) Wouldn't come to dinner when his mother called and refused to wash hands when he did come; was spanked for this behavior. (i) Was so tired by the end of the day that he had to go to bed right after dinner. 2. Have children review the story, retelling the various events in their own words. Discuss what happened to Tom to make it such a bad day for him. 3. Have children relate their own experience with such events. Prompt, if necessary, by general references to occurrences in the classroom and expand from there. 4. Ask children how Tom could have avoided that bad day. Develop idea that by learning how to take care of ourselves we are able to have better days and are happier and healthier. 5. Develop experience chart by showing magazine pictures of good and bad events. Have children describe what is happening and decide which is the appropriate column of the chart for each picture. Paste it on chart. Vocabulary: unhappy, hungry, share, accident, healthy Seatwork: Children draw pictures depicting their own bad days.	paste	

LESSON 2.

SCOPE OF LESSON: 1. To present opportunities for the children to name and manipulate appropriate body parts.

2. To aid the children in developing an integrated concept of self.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To name parts of the body given appropriate pictures. 2. To follow verbal directions given by the teacher. 3. To demonstrate movements of body parts. 4. To be able to name a body part from a description of it. 5. To develop one-to-one correspondence between the counting numbers 1, 2, and 10 and body parts.	1. Using a large poster of a child, ask individual children to come up and point to various parts of the body - head, hands, legs, feet, hair, eyes, mouth, nose, ears, and fingers. As each part is shown, children find this part on their own bodies. In unison, say the name of the part. 2. Teacher names a part of the body and calls on one child to demonstrate how he can move that part of his body. If possible, get child to verbalize what he's doing (i.e., I'm blinking my eyes). 3. Play a riddle game where children supply answers to teacher's incomplete statements: I see with my _____. I put food into my _____. I walk on my _____. The barber cuts my _____. The dentist fixes my _____. 4. Sing, with motions, "One Finger, One Thumb, Keep Moving" and "Head, Shoulders, Knees, and Toes." 5. Develop experience chart. Using magazine pictures of body parts, have children determine how many of each we have. Record this on chart next to the pictures.	Poster of a child Magazine pictures of body parts Worksheets Paste Aliki, My Hands; T. Y. Crowell 1962	 2 feet 2 eyes 1 mouth 10 fingers 1 head

LESSON 3.

SCOPE OF LESSON:

1. To emphasize that individual differences in physical size and abilities are normal among children.

2. To promote the concept of self by comparing oneself to other children.

3. To develop an awareness of health factors that help children reach their growth potential.

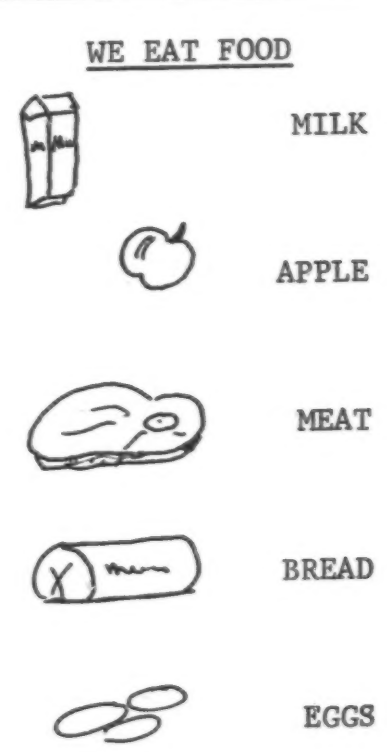
INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
1. To be able to name several factors that contribute to growth. 2. To become aware, by measuring, that children in the class are of different sizes. 3. To be able to demonstrate understanding of concepts of tallest, shortest, and middlesized by choosing appropriate objects.	1. Prior to film on growth, have children guess who is the largest and smallest in the room. Explain that these differences are normal and that the largest may not always remain largest because growth is not consistent through childhood. Make a special effort to point this out to the smaller children. 2. Show film, "Growing Up Day by Day." 3. Discuss factors that help children to grow- rest, exercise, diet. Stimulate this discussion by referring to the film and by showing appropriate Hayes Posters. 4. Point out that children in the class are alike as far as some of these factors - same age, eat same lunch, exercise and play at school. Ask them if all children	Film Growing Up Day by Day U-5055; Audio-Visual Center, University of Iowa. Hayes Health Posters; Set One; Hays School Publishing, Inc. 1957. Sheet of paper Tape Marker Magazine pictures	GROWING UP SLEEP FOOD PLAY

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	in class are the same size. Is one person the tallest, shortest? Develop the idea that measuring is a way to find out. 5. Mark off heights of all children and teacher along a long sheet of paper on the wall. Children should measure each other and the teacher label each mark. Decide who is the tallest of the children and who is the shortest. (Keep this sheet for comparison later in the year.) 6. Develop experience chart. Show and discuss magazine pictures which depict things mentioned in the film, and some which do not. Decide which show things we learned were important for growth. Have children help paste these on a chart and label them. Seatwork: Each child receives a worksheet which shows 9 figures of various heights in 3 rows. As the teacher directs, children circle a particular picture in each row - tallest, shortest, middlesized. Teacher discusses each picture, emphasizing the size concepts. Vocabulary: growing, strong, healthy, size, tall, short, middlesized. 7. At story time, read <u>The Growing Story</u>.	oaktag paste worksheets pencils <u>The Growing Story</u>; Krauss; Harper & Row, 1947	

LESSON 4.

SCOPE OF LESSON: 1. To introduce food representative of a healthy diet.

2. To develop an understanding of the differences between edible and non-edible items.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To be able to identify and name ten common foods. 2. To practice speaking in simple but complete sentences. 3. To be able to recognize edible and non-edible items, given appropriate pictures.	1. Show 10 pictures of common foods. As each picture card is held up, ask, "What is the name of this food." Call on one child to identify it and then have the class repeat the name in unison. Use sentence format: "This is a (n)_____." Put each picture up on the cork board after it is identified. 2. When all pictures are put up, randomly name food items and have children find the pictures, again using a complete sentence to identify. 3. Have each child come up and indicate the food he likes best, saying "I like_____." 4. Point to each picture and ask, "Is_____ food?" Wait for response. Then ask, "Do we eat____?" Wait for response. Reinforce by saying, "Yes, we eat_____." After doing this for all pictures, ask, "What do we do with all these kinds of food?" Develop idea that food is something we eat. 5. Develop experience chart by having each child choose picture of food displayed on board. Label each picture simply. Seatwork: Each child receives a worksheet with pictures of food and non-food items. Review meaning of food and have children	Peabody Language Development Kit- Level 1; 10 food cards. Magazine pictures of foods Oaktag Marker pen Worksheets Pencils Paste	

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	identify each picture, crossing out the ones that are not food. Vocabulary: food, eat, eggs, bread, milk, hamburger, tomato, lettuce, carrot, cake, apple, pear.		

LESSON 5.

SCOPE OF LESSON:

1. To develop an understanding of the democratic process of voting.

2. To orient the class to the process of cooperative planning to gain a common goal.

3. To develop the ability to carry through plans cooperatively agreed upon.

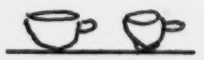
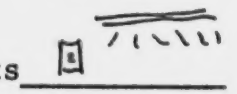
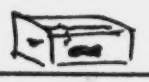
INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To participate in group decision making and to vote in classroom o on certain issues. 2. To be able to write a letter of invitation.	1. Class members plan together to have a party. Vote upon whom to invite (principal, nurse, or someone familiar to all children) and what to serve. Teacher must guide choice of food to something easy to prepare, nutritious, and amenable to preparation by many hands (i.e., pudding, applesauce, sandwiches). 2. Develop experience chart - a letter inviting the guest to the party. Begin by discussing with class the various ways to ask someone to a party-telephone, send an invitation, speak to the person. Decide upon sending a letter and discuss what must be included in such a letter. Teacher is to recopy and send out. 3. Display and discuss magazine pictures which show parties. Call attention to the table settings -	Lined oaktag Marker Magazine pictures of parties Chalk Manila paper Water-colors Paint smocks	Dear_____, We are having a <u>party</u> in our class. We would like you to be our <u>guest</u>. It will be on Wednesday at 2:00 p.m. Sincerely, The Primary Class

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
3. To plan a table setting according to the event and the type of food served.	placemats, decorations, napkins, silverware, etc. As children name table items needed for their party, make a picture list on the board. Decide what must be made (decorations, placemats), and what we have in class (dishes, spoons, napkins). Seatwork: In preparation for the party, each child will make a placemat by painting with watercolor on manilla paper. Faster workers can make mats for the teacher and guest. Vocabulary: party, guest, invite, invitation, setting the table, placemat, decorations, napkin, silverware.		

LESSON 6.

SCOPE OF LESSON:
1. To provide an understanding of the division of labor by assigning classroom tasks to members of the class.
2. To encourage individual responsibility in choosing a desired job.
3. To discuss the jobs in the class in relation to health concerns.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To develop a list of classroom jobs. 2. To verbally state the purpose	1. Discuss the jobs that have to be done in the school room - feeding pets, helping with snack, watering plants, etc. Relate these to health issues. 2. Show film. Suggest that class look for other jobs not yet mentioned.	Film Beginning Responsibility: Doing Things For Ourselves in School U-6096	

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
of a film along with the basic idea or information conveyed by the film. 3. To recognize own name in printed form. 4. To make a choice regarding a desirable classroom job.	3. Decide on a number of tasks equal to the number of children. As each task is named, hold up a sketch to represent that task and have the children discuss what each job entails. Which jobs have health implications? 4. Develop an experience chart. Prompt class to decide that they can keep track of who is to do which task by making a chart. Read and discuss the title, explaining that each student will have one job to do for a week and that jobs will rotate. Review tasks by fastening the pictures to the chart while a child names the task. Write a word description next to each picture and read the word to the children. 5. Hold up name cards. As each child recognizes his name, he places his card in the slit next to the job he would like. Review job each child will have. 6. Put these jobs into effect in class immediately. 7. Seatwork: Each child gets a worksheet and is to cross out the activities that are not on the Helpers Chart. It should be plainly visible. 8. Vocabulary: job, helper, chart	Audio-Visual Center, Division of Extension and University Services, University of Iowa Sketches Oaktag Magic marker Name cards Worksheets Paste Pencils	HELPERS cups  lights  plants fish 

LESSON 7.

SCOPE OF LESSON: 1. To introduce the class to procedures to be followed in preparing food.

2. To provide opportunities for discussion of these procedures and their relation to health.

INSTRUCTIONAL MATERIALS	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To prepare a snack for an upcoming party.	1. Prepare for making pudding by reading aloud the directions on the box. Explain that directions tell us how to make the food and we must follow them carefully so that it comes out good. Place sketches illustrating the various steps randomly along the chalk ledge. Reread the directions, one step at a time, and call on children to come up and find the appropriate sketch. As each one is located place it in sequence. Include sketches of washing hands, putting on aprons and cleaning up. Cite these along with directions. When all are in order, have class review the steps by "reading" the cards. 2. Get children to verbalize about the importance of washing hands before cooking and of wearing aprons. Then have entire class do these two things before beginning. 3. Prepare the instant pudding. Have children determine what to do by referring to the remaining sketches. Make sure every child has a chance to help with the tasks. Spoon the pudding into dishes and refrigerate for the next day.	Sketches of directions Instant pudding Milk Bowls, spoons, beaters, measuring cups, dishes, aprons Oaktag, paste, marker, pen, magazines, paper, scissors	WE COOK

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	4. Using the sketches from 1., develop an experience chart. Have the children recount the steps in cooking and find and fasten the picture for each step to the chart. Label the pictures with simple words. 5. Seatwork: Look through magazines for pictures of food. Cut these out and paste on a sheet of paper. 6. Vocabulary: directions, add, mix, egg beater, apron		

LESSON 8.

SCOPE OF LESSON: 1. To stimulate considerations for others by preparing guidelines for proper treatment of guests.

2. To review previous lessons on food preparation, party plans and guest treatment.

3. To provide a meaningful social experience by carrying through a class party with invited guests.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To decide on the appropriate way to treat a guest. 2. To plan jobs necessary for the party.	1. Begin discussion of how to treat a guest by reminding children that the visitor doesn't know how we do things in our room. How can we help her? Discuss such things as greeting her and letting her see the room, showing her a place at the table, serving her, displaying good manners at the table, etc. 2. Discuss the jobs which must be done for the	pudding, napkins, spoons, placemats Flowers, Vase Paper	

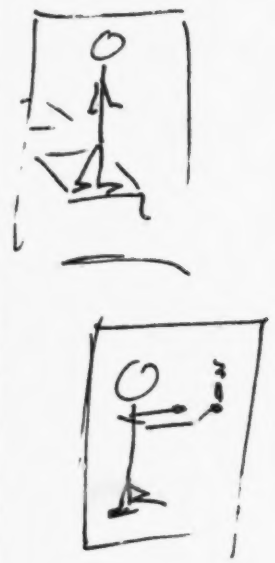
INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
3. To practice the behavior decided upon in Objective No. 1.	party - setting the table, preparing decorations, greeting the guest (who has been forwarned to knock rather than walk in), serving the pudding, clearing the table, washing, drying and putting dishes away. Assign these tasks to various children. 3. As a class, prepare table decorations. In fall or spring, leaves or flowers can be gathered and put in vases. Other times, paper chains can be made and taped to the table. 4. Have party. Before beginning, remind children about their various jobs. Do this again, if necessary, as the party proceeds. Clean up and wash dishes. 5. Seatwork: Each child will draw a picture of the class preparing for, having, or cleaning up after the party. Ask each child what his picture shows and indicate this on it. 6. These pictures will be used for the experience chart. When all are in place on the chart, review by having each child tell what his is about. 7. Vocabulary: visitor, serve, clear away.	Crayons Oaktag Paste Marking pen	OUR PARTY

LESSON 9.

SCOPE OF LESSON: 1. To provide the class an acquaintance with a community health service.

2. To review correct procedures for brushing teeth.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To gain first-hand experience with a dentist, his office and equipment in the non-threatening context of a class visit. 2. To practice brushing teeth correctly.	1. Show the dentist picture from the Health and Cleanliness set. Have children discuss who the man is and what he does. 2. Before the lesson, the teacher should thoroughly prepare the dentist for the visit, informing him of the purpose and expectation of the visit as well as the level of student understanding. If necessary, the teacher may guide the dentist with respect to vocabulary and concepts. 3. Visit the school dentist (or a children's dentist near the school). Arrange for the dentist to show and demonstrate some of his equipment, allow children to sit in the chair, show x-rays and models of teeth, explain the importance of brushing the teeth, and demonstrate the correct way of doing so. Emphasize the idea of the dentist as a friend who helps us. 4. When back in class, review the correct way of brushing teeth. Practice using actual toothbrushes and toothpaste. 5. Seatwork: Each child draws a picture of what he liked best at the dentist's office. Teacher labels these according to what children say they represent.	Teaching Pictures "Health and Cleanliness" David C. Cook Publishing Co., 1966. Dentist Toothbrushes Toothpaste Cups Paper, crayons Oaktag, felt marker Pen Paste	 THE DENTIST

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
(d) don't play with sharp things, etc. 2. To learn rules for crossing the street safely and to put these into effect on a walk.	Always look both ways before crossing. If a ball or other toy rolls into the street, always ask an adult to get it for you. 3. Take a "safety" walk in the vicinity of the school. Cross streets that have traffic lights and those that don't, always emphasizing the proper way to cross. Have various children assume responsibility for telling the class when it is okay to cross. 4. Develop experience chart using stick figure sketches from Safety Can Be Fun, which has been read to the class as part of a previous lesson. Each child picks one sketch to tell about and then puts it on the chart. 5. Seatwork: Each child receives a worksheet which depicts several scenes of a child trying to cross the street - with a green light, with a red light, with no light and no cars, with no light and a car coming, etc. They are to draw a line from the figure to the other side of the street on the scenes where its safe to cross. For each scene, verbalize about the decision reached and explain why. 6. Vocabulary: traffic, red light, green light, crossing the street, corner.	Hand puppet Sketches from Safety Can Be Fun, Leaf; J. B. Lippincott Co., 1938. Oaktag, paste Worksheets Pencils	

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	6. Experience Chart: Using pictures the children drew, review what the class saw at the dentist's office. Paste these pictures on oaktag. 7. Vocabulary: Dentist, office, teeth, toothbrush, toothpaste.		

LESSON 10.

SCOPE OF LESSON: 1. To stimulate concern related to common health dangers.

2. To provide a "real" opportunity to practice proper safety procedures.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To be able to verbalize common safety principles: (a) don't play in the street (b) don't play with fire (c) Look up when running	1. Prior to lesson, prepare a safety bulletin board using the Hayes Posters. Review previous lessons on safety by discussing what is happening in each picture and stating the safety rule that follows. 2. Show film, Patty Learns to Stop, Look, and Listen. In preparation for 3, review what was mentioned in the film about safety in crossing the streets. Use a hand puppet to stimulate conversation with the children. Have the puppet draw out and reinforce certain rules: Always cross at the corner. Never run into the street. Always cross with a green light.	Hayes Posters, set 1, "Health" Hays School Publishing Inc., 1957 Patty Learns to Stop, Look, and Listen - U-3462; Audio-visual Center University of Iowa	SAFETY CAN BE FUN

LIFE EXPERIENCE STARTER UNIT

PETS

PRIMARY LEVEL

UNIT TOPIC - PETS

I. RATIONALE

Every child, at one time or another, has a burning desire to have a pet for a friend. If we consider the ridicule, rejection, and derogations frequently leveled at retarded children by their peers, we begin to realize the particular importance of a pet in their lives. A pet can be a loyal friend who doesn't care if the child has problems with reading or arithmetic. However, retarded children must be taught to respect this friendship. They are often unkind to pets and are prone to overlook their responsibilities for care and protection simply because they lack knowledge. Since many of the requirements for proper pet care are similar to those for the proper care of children, this unit logically leads to teaching respect for all living things. Through the activities included, children may gain an understanding of the importance of consideration and kindness toward pets and toward people.

II. SUB-UNITS

A. Family

B. Safety

C. Personal Cleanliness

D. Animals

E. Mental Health

F. Food

G. Health Habits

H. Money

I. Newspaper

J. Play Activities

K. Grooming

L. Community Helpers

M. Aquarium

N. Leisure Time

III. OBJECTIVES

A. To teach the needs and habits of ordinary household pets.

1. Identify animals usually considered as good pets.

2. Know games and toys that some pets play with.

3. Develop the idea that we show pets and people that we like them in various ways.

   a. Affection

   b. Proper care

   c. Daily responsibilities

4. Recognize the basic needs of pets and children.

   a. Food and water

   b. Exercise

   c. Sleep

   d. Affection

   e. Air (oxygen)

   f. Shelter

B. To develop an understanding of why some people might not want a pet.

1. Housing regulations

2. Allergies of family members

3. Gone for long periods of time

4. Too much bother

5. Inadequate facilities

C. To develop positive attitudes towards pets and to dispel fear, ignorance and superstition.

1. Realize that some animals live longer than others.

2. Treat pets as living things, not toys.

D. To establish basic understanding of animal and human behavior.

E. To learn that some pets help us.

1. Seeing-Eye dog
2. Patrol dog
3. Work horses
4. Sheep dogs
5. Hunting dogs
6. Companions

F. To select a suitable pet for the classroom.

G. To determine an appropriate pet for the individual child, considering:

1. City or country area
2. Size

e. Male or female (licensing for females may be more)

4. Local pet regulations
5. Cost of care and food

IV. CORE AREA ACTIVITIES

A. Arithmetic Activities

1. Consult catalogues or visit a pet shop to determine and compare the costs of buying and caring for various pets.
2. Visit the City Hall to determine the cost of licensing pets.
3. Make plans and measure materials for the construction of a cage large enough for a guinea pig or rabbit.

4. Set up a time schedule for feeding pets. Make a bulletin board display of construction paper clocks marked to indicate feeding times.
5. Measure which pets eat more: birds, guinea pigs, or dogs.
6. Measure the amount of sand and water needed for an aquarium.
7. Designate when field trips will be taken on the calendar. Keep track of how many days left until the trip.
8. Make comparisons of big, little, short, tall, few, many, etc. These activities may be carried out using worksheets as well as comparing actual objects.
9. Have each child pay the city bus driver for fare to animal shelter.
10. Buy food for class pet from local grocery store.

B. Social Competency Activities

1. Discuss and demonstrate proper way to show a person we like them.
   a. We hug and kiss our parents and relatives but not strangers and casual friends.
   b. We show affection toward our friends by pleasant greetings and by helping them with their problems.
   c. We show affection to our pets by caressing and caring for them. We do not kiss them. Discuss why.
2. Dramatize games we play with cats and dogs.
3. Develop an awareness that pets depend upon people just as children depend upon adults. Have children find magazine pictures that compare pet and child dependency -- pictures of children feeding and caring for pets--pictures of mother feeding and caring for children.

4. Discuss reasons some people cannot have dogs or cats.

   a. Allergies

   b. Small houses

   c. Apartment rules

5. Set up time schedules for feeding classroom pet. Determine the best way to divide feeding duties among class members.

6. Discuss why it would be unkind to keep a pet we could not care for.

7. Develop an understanding that some rules have to be followed when we play with pets.

8. Make a new pet feel comfortable in his new home. Demonstrate proper techniques of pet care.

9. Plan a visit to a home or a farm where there are a few families of pets. Discover how a pet shows us it is happy, angry, or frightened.

10. Develop, with the children, rules of proper behavior on field trips. Follow the field trips with a discussion of how well the rules were followed, emphasizing constructive criticism.

11. Visit local pet shop to interview the owner with respect to the characteristics of various pets.

12. Discuss animal training and why it is as desirable to have good manners in animals as it is in humans.

13. Have a professional demonstrate obedience training of a dog and, if available, have

someone demonstrate training a hunting dog.

C. Health Activities

1. Construct a bulletin board demonstrating procedures for cleaning various pets and their living quarters.
2. Compare health practices followed by children with those which animals need. Emphasize the similarity of living things.
3. Determine the proper procedures for washing a pet (dog) and have children help with the bathing.
4. Have a mother bring her infant child to school and compare methods of handling and caring for a baby with those of handling and caring for pets. We don't pick an animal up by his ears, etc.
5. Have a veterinarian address the class on feeding, animal diseases and illnesses, necessary innoculations, and desirable health practices.
6. Learn to administer various medical preparations to free the pet from parasites. Discuss the necessity for keeping the dog free from fleas and other parasites in terms of family health.
7. Discuss the necessity for feeding proper amounts and kinds of food to the pet to insure his healthy growth. Compare the needs of pets with those of children.
8. Discuss the pet's requirements for exercise and sleep. Caution them not to awaken a sleeping animal or keep a pet caged too long.

9. Pets often need vitamin supplements too.

10. Compare types of food required by different pets. Discuss carnivorous and herbivorous animals and their different needs.

12. Discuss reasons for aquarium cleanliness and why aeration of water is necessary for fish to live.

D. Communication Activities

1. Demonstrate that communication between animals and humans is possible even though animals do not talk. Have a resource person bring a trained dog to class to demonstrate the point.

2. Copy and read "No Dogs Allowed" signs. Discuss why some places do not want dogs around.

3. Read picture books and simple beginner books about families with pets.

4. Learn vocabulary words associated with pets and their care.

5. Have a class contest with each child submitting a name for the class pet. Either vote on the names or have an impartial judge choose the winner.

6. Compose and send a letter to obtain an identification tag for the class pet.

7. Write thank you letters to places visited during the unit.

8. Have students discriminate flash card words and words on experience charts.

9. Develop sentences for experience charts utilizing classroom experiences.

10. Practice listening skills with tapes, stories and films related to pets and their care.

11. Give the children the opportunity to tell about the pets they own and how they participate in its care.

12. Play a game in which a child gives one clue at a time related to the pet he is thinking about. The child who guesses then becomes the leader.
13. Use yellow pages of telephone directory to locate nearest pet shop and animal shelter.
14. Use magazines to locate pictures that communicate important ideas emphasized in the unit.
15. Find stories of pets who have saved a child's life or have warned a family about a fire or some other emergency.
16. Have children take turns in telling the story of a Flipper or Lassie TV program.
17. Develop either as an individual or class project a scrap book of animal pictures. These should be arranged as to type of pet: i.e., dog, cats, horses, etc.

E. Safety Activities

1. Demonstrate the safe way to open and serve pet foods.
2. Dramatize the use of caution in approaching strange animals, especially if they happen to be eating.
3. Cut out magazine pictures depicting ways in which pets may protect members of the family from fires, burglars, becoming lost, etc.
4. Have local city official explain that licenses are required for the safety of the public as well as the dog.
5. Demonstrate safe procedures for handling flea powder and other animal medical preparations.

6. Discuss how animals are much like people. Some are friendly and some are grouchy and mean. Explain that it is not safe for small children to be around grouchy animals as they may behave unpredictably.
7. Pets should be taught only to eat what its owner provides to prevent consumption of possibly poisonous materials.
8. Consider safe methods of restraining a pet: cages of proper size, dog runs, aquariums of adequate size, meadows without dangerous holes, etc.
9. Reasons for leashing a dog in certain situations: i.e., parks, streets, in crowds.
10. For the safety of the pet discuss why it is generally unwise to bring certain animals into close association: i.e., cats and birds.

F. Vocational Skills Activities

1. Develop daily responsibilities toward a pet (care and clean-up). These skills are also necessary for vocational success.
2. Emphasize cooperation among the class members in the care of the class pet. Point out that cooperation is vital to getting along with others.
3. Encourage children to ask questions about procedures they do not understand.
4. Develop a worker's chart with each child's responsibility spelled out. Each should take the initiative to check the chart each day, thereby determining his job.
5. Point out that a skill developed in caring for a pet can lead to work with animals. Pet shops, day trainers, horse trainers, dog tracks, horse racing, farms, and riding stables need personnel to care for animals.

V. RESOURCE MATERIAL

1. Resource people - veterinarian, dog catcher, city official, etc.
2. Field Trips: Animal Hospital

   Pet Shop

   Animal Shelter

   Veterinarian
3. Experience charts - magic markers
4. Bulletin boards - yard, pictures, pet houses
5. Maps of various places to be visited
6. Games
7. Art materials
8. Books - particularly picture books
9. 35mm camera and film
10. Films and projector
11. Clock with movable hands
12. Models of pet homes
13. Slides and slide projector
14. Calendars
15. Aquarium, sand, snails, fish, etc.
16. Other pets that can be cared for by the class depending on availability and facilities.
17. Tape recorder and tapes

FILMS FOR PET UNIT

The following films may be found useful in planning and executing the unit on pets. These films may be obtained from:

Audiovisual Center
Division of Extension and
University Services
University of Iowa
Iowa City, Iowa 52240

Care of Pets	U-1839	Animals and Their Food	U-4296
Adventuring Pets	U-2898	Animals and Their Homes	U-4295
City Pets: Fun and Responsibility	U-3728	Animals in Modern Life	U-538
Animals at Work in Nature	U-4419	Animals, Ways They Eat	U-4420
Animals Communities and Groups	U-6129	Animals Useful to Man	U-5503
Animal Homes	U-3998	Animals of the Zoo	U-498
Corky the Crow	U-5502	Peppy the Puppy	U-3620
How Animals Defend Themselves	U-3022	Sparky the Colt	U-2972
Kindness to Others	U-4553	Spotty: Story of a Fawn	U-3152
Kitty Cleans Up	U-2899	Tommy the Lion	U-3520
Korochan, The Little Bear	U-5213	The Ugly Duckling	U-3476
Let's Measure: Inches, Feet, Yards	U-3610	Zoo Babies	U-4035
Our Animal Neighbors	U-6293	Roy: Sheep Dog of the Highlands	U-4929

VI. VOCABULARY

pet	like	more	cost	veterinarian	kindness	soft
animal	us	less	buy	shots	love	sad
farm	lick	sick	visit	calendar	affection	water
city	purr	lonely	healthy	death	found	air
space	cuddle	blind	look	dog catcher	short	welcome
smaller	many	seeing-eye	thank you	bone	tall	cage
play	help	guard	primary	clean	small	wood
companion	stroke	policemen	hospital	yard	large	wire
work	talk	homes	active	basement	big	tools
fun	gently	cattle	alert	shelter	little	responsi-bility
watch	take	sheet	bright	sleep	afraid	care
learn	every	messages	full	park	happy	map
exercise	day	hunter	smooth	clipper	tag	chain
rest	kennel	friend	silky	sharp	collar	snap
safe	sign	sled	skin	rule	leash	doctor
hazards	allowed	mountains	sores	strange	friendship	
around	cost	scientists	blotches	new	neighborhood	
the	allergy	behavior	legs	old	store	
world	room	cheerful	swollen	rescue	family	
tell	money	sing	newspaper ad	poison	clerk	

LESSON #1.

SCOPE OF LESSON:

1. To introduce and create interest in a unit on pets.
2. To develop an understanding of the responsibility one accepts when he has a pet.
3. To orient the child to proper pets for various situations (city, apartments, farm, etc.).

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To show an interest in the pet unit by volunteering pet stories for the class. 2. Given a bulletin board of animal pictures students should be able to identify those animals considered good pets. 3. Identify from pictures those pets suitable for the city.	1. Count the children who already have a pet. Have each child tape a picture of his pet next to his name on an experience chart. Count and compare to see which is the most common pet among class members. Ask those children who do not have a pet, which pet they would prefer and place that picture next to their names. 2. Discuss the bulletin board. Discuss each picture and determine if it would be a good pet. If so, pin a strip of yarn from the picture to the cage. Ask which animals would make a good pet for each child. 3. Write a caption for the bulletin board. 4. Discuss which pets on the bulletin board would be suitable for the city and which would be better on a farm. 5. See the movie, City Pets, Fun and Responsibility (S.U.I. #3728) 6. Write an Experience Chart on city pets. Read orally.	3 x 5 cards containing pictures of various pets Chart paper with each child's name on it. Pictures of an elephant, giraffe, lion, dog, cat, fish, rabbit, horse, hamster, cow, lamb, guinea pig and a parakeet. Diagram of a cage in the middle. Yarn strips	City pets are usually smaller than farm pets. City pets do not need as much space as farm pets. Some city pets are: dog, fish, cat, guinea pig, parakeet, and hamster.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	7. Play a guessing game. Have the children make up riddles about pets. The teacher should begin with an example: "I am thinking of a pet. It likes to run and play. It chews bones. It is a ....."	Mimeo sheets scissors Paste	
	8. Discuss the safety of pets around younger brothers and sisters.	Stories about various pets should be placed around the room prior to the unit's introduction. Some suggestions are:	
	9. Seatwork: On the first sheet are sketches of various animals, some of them city pets. On a second sheet two columns are labeled. The first column has a picture of a barn at the top, and the second has a picture of a house. The children are to cut out the pictures from the first sheet and paste them under the appropriate column - the barn or house.	<u>A Puppy for Keeps</u>, Hawkins, Quail, New York: Holiday House, 1946.	
	10. Vocabulary: pet, animal, dog, cat, fish, lion, elephant, giraffe, cow, lamb, rabbit, parakeet, horse, lamb, hamster, guinea pig, farm, city, space, smaller.	<u>The Pet Show</u>, Beebe, Catherine, N. Y.: Oxford Univ. Press, 1946. <u>Burlap</u>, Denis, Morgan, Eau Claire, Wis.; E. M. Hale & Co., 1945. <u>Widget</u>, Newberry, Clare T., N.Y.; Harper & Harper Pubs., 1958	

LESSON #2.

SCOPE OF LESSON:

1. To introduce specific responsibilities a pet owner must accept.
2. To develop an understanding of the needs of animals.
3. To emphasize reasons people want animals for pets.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To draw a picture showing what you would do with a pet for fun and exercise. 2. List three reasons why people might want a pet.	1. Watch a cat play. 2. Dramatize how we play with dogs and cats. Dramatize how and where to throw a stick when playing with a dog. 3. Read and discuss "No Dogs Allowed" signs. 4. Carry out a safety campaign by making a picture chart of common hazards to pets. Post the chart behind and above a table. On the table, exhibit things that are hazards to pets, and to children. These might include: broken glass, open tin can, open can of paint, frayed electric cord, tacks, insect poisons, soft rubber toys (small), straight pins, open safety pins. 5. Watch a hamster on an exercise wheel. Discuss how pets rest, as children do, between play periods. 6. Construct an experience chart listing the reasons why people might want a pet. 7. Seatwork: The children will draw a picture of themselves playing with a pet in a safe way. 8. Vocabulary: play, companions, work, fun, watch, learn, exercise, rest, safe, hazards.	Live cat Empty spool String Ball Bone Stick Sign:"No Dogs Allowed" Chart paper Pictures showing hazards to pets and to children. The children will be asked	Why We Might Want a Pet 1. Pets are friends. 2. Some pets help us, some pets do work for us. 3. It is fun to watch pets. It is fun to learn about pets.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
		to bring to school things for the table exhibit. Live hamster exercise wheel Experience chart Drawing Paper Crayons	

LESSON #3.

SCOPE OF LESSON: 1. To orient the children to ways animals communicate affection.

2. To develop an understanding of animals' need for affection.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To recognize through observation of pet behavior how they show they like us.	1. Listen to a cat when it is being petted. 2. Watch a dog's tail when it plays with a child. (Keep the cat inside, and the dog outside). 3. Watch to see if dog has facial expression, smiles, etc. Read the book, Pets Around the World. 4. Write an experience chart telling how pets show they like us. Read orally. 5. Find pictures to illustrate the ways pets show their affection.	Live cat Live dog Pets Around the World, Jackson, Kathryn, Morristown, New Jersey; Silver Burdett, 1957. (Shows pets and children playing together.)	How Pets Tell Us They Like Us Pets show us they like us in many ways. Some lick us. Some pets purr. Some pets

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	6. Referring to the experience chart, decide how people show pets that they like them. Write a parallel for each of the items listed on the first chart. 7. Seatwork: Duplicate chart story, leaving blanks for the following words: <u>many</u>, <u>like</u>, <u>lick</u>, <u>close</u>, <u>help</u>. The children are to write in the missing words, referring to the experience chart if necessary. Draw pictures to illustrate the story. 8. Vocabulary: Around, the, world, tell, like, us, lick, purr, cuddle, many, help, stroke, talk, gently, take, every day.	Experience chart Chart paper Developed experience chart Magazine pictures Ditto master copy of the experience chart with the blanks in the sentences. Crayons Pencils	cuddle close. Some pets help us. Some wag their tails. Some smile.

LESSON #4.

SCOPE OF LESSON:

1. To review and expand on conditions related to having and caring for pets.
2. To develop an awareness of the financial aspects of owning and caring for a pet.
3. To allow the class to choose an appropriate classroom pet.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. Given a set of pictures, episodes and verbal descriptions, differentiate between families who might want a pet and those who might not. 2. List the cost of animals to help develop number and money concepts.	1. Select those pictures showing situations in which families might want a pet and place them on a bulletin board. (Some verbal clarification may be necessary since even a crowded apartment could house an aquarium.) 2. Make comparisons of big, little, tall, many and few pets. 3. Discuss the rights of neighbors and family members when choosing a pet. (Background given in the movie, <u>City Pets</u>---). 4. Compute the cost differential between a dog and a cat; between a horse and a hamster, or a rabbit and 5 guppy fish. (Conclude that some pets don't cost as much as others.) 5. Discuss what we do with pets when we are gone for a long time. (Kennel, leave with friends.) 6. Determine the cost of leaving a dog at a kennel for one week; one month.	Pictures showing crowded housing conditions, elderly people with cats, young children, one child playing alone with a sign "No Pets Allowed" outside a building, a family member ill, a large yard around a house, a family going on a vacation, and a small boy with no money looking in a pet shop window. Chart paper	<u>Why Some People Do Not Want Pets</u> Some people do not have enough room to keep a pet. Some pets cost a lot of money. Some people get sick from pet fur. Some people are gone for a long time and it is not fair to leave a pet alone.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	7. Show the children this amount of money; let them handle it. 8. Write an experience chart telling why some people cannot have pets. Read orally. 9. Decide what kind of a pet we could properly care for in our classroom; i.e., hamster, white rat, fish, guinea pig. 10. Seatwork: Draw a picture showing where "No Dogs Allowed" signs might be placed. Copy the sign in the picture. 11. Vocabulary: Kennel, sign, allowed, cost, allergy, room, money, more, less, sick, lonely.	Drawing paper Chalk Pencil "No Dogs Allowed" signs	

LESSON #5.

SCOPE OF LESSON: 1. To emphasize and explore ways in which pets are valuable as helpers.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To list at least 5 ways that dogs help people.	1. Read a newspaper clipping telling how a dog rescued a family from a fire (or similar article). 2. Play a tape recording of the material in the <u>True Book of Dogs</u>, and the <u>First Book of Dogs</u>. 3. Watch the movie, <u>Roy: Sheep Dog of the Scottish Highlands</u>. 4. Listen to a story. Discuss how a pet is a friend.	Newspaper clipping <u>True Book of Dogs</u>, Children's Press, 1961. How dogs help around the world, p. 18-21. Seeing-Eye Dogs, p. 22. War Dogs, p. 24. Eskimo Dogs, p. 26. Circus Dogs, p. 28	<u>Pets Keep Us Company</u> Dogs help us in many ways: 1. They guard our homes. 2. They help herd cattle and sheep.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	5. Read during story time, Franka (a story about a seeing-eye dog). 6. Write an experience story about how pets help us. Read orally. 7. Find the capital letters on the experience chart and name them. 8. Seatwork: Assign specific children to draw a picture of a way that pets help us. The teacher will help label each picture. 9. Vocabulary: pet, dog, lonely, blind, Seeing-Eye, guard, policemen, homes, cattle, sheet, messages, hunters, friend, sled, mountains, scientists, behavior, cheerful, sing.	First Book of Dogs, Taber, Gladys, New York, Franklin Watts, Inc., 1949. "Eskimo Dogs" (detailed) p. 8-9. "Other Snow Dogs, P. 10-11. Seeing-Eye Dogs, p. 12. War Dogs, p. 13. Tracking dogs with policemen, p. 15. Farm and ranch dogs, p. 16. Fire dogs, p. 17. Hunting dogs, p. 18-19. Movie: SUI #4929 A Friend is Someone Who Likes You, Anglund, Joan Walsh, N. Y. Harcourt Brace, 1958, or Millions Of Cats, Gag, Wanda, N. Y.: Coward McCann, 1933. Franka, Johnson, Walter, Chicago: Albert Whitman & Co., 1941. Chart paper Experience story Drawing paper Crayons Marking pen	3. They show the way for the blind. 4. During wars they locate hurt men and carry messages. 5. They help hunters. 6. They help find lost people in the mountains. 7. They help policemen find criminals. 8. They pull special sleds in Alaska. Caged birds sing and make houses more cheerful. Some pets are used by scientists.

LESSON #6.

SCOPE OF LESSON:

1. To review previous lessons dealing with appropriate pets for different environmental conditions.

2. To acquaint the children with ways of finding out information about pets, in this case, the veterinarian.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. Referring to the experience charts and previous lessons, choose a suitable pet for the classroom. 2. Write an invitation to a local veterinarian.	1. Match name cards of various city pets to the names and pictures on the bulletin board. This will serve as a review of the pets that would be suitable for a classroom. 2. Compute the cost of feeding each of these pets. 3. Determine, by comparing the costs involved, the size of the pet, and the room available, which pet the class would like to have. (Good choices might be a cat, guinea pig, hamster or rabbit.) 4. Seatwork: Vote on which pet the children prefer by drawing a picture of that pet. Children will copy its name from the oaktag strips. 5. Write an invitation to a veterinarian to explain what a healthy pet should look like. (This probably would be best done at the end of the previous lesson.) 6. The children should copy the letter, and one will be sent to the veterinerian. 7. Practice addressing envelopes. 8. Vocabulary: more, less, cost, rabbit, dog, cat, fish, hamster, parakeet, guinea pig.	Oaktag strips with words: rabbit, dog, cat, fish, parakeet, hamster and guinea pig. Experience charts developed in past lessons. Obtain approximate costs of a hamster, parakeet, guinea pig, rabbit, cat and dog. Chart paper Marker Paper and pencils Paper cut to the size of an envelope	Dear Dr._____: We are learning about pets. We will buy a _____ to keep in our room. Would you visit us to tell us how a healthy _____ should look and behave. Thank you, Primary Class

LESSON #7.

SCOPE OF LESSON:

1. To introduce the class to the veterinarian, as a class speaker.

2. To present basic information dealing with pets, particularly in the area of pet health.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To list the six characteristics of a healthy pet. 2. Listen to and ask questions of a resource visitor. 3. List the places where a pet may be obtained.	1. Introduce the veterinarian, telling something about his work. (Background and introduction may be done by an able member of the class. The Pet Hospital is a good source of information.) 2. Have the veterinarian help: a) Explain what shots and licenses are required for our pet and why. b) Determine the cost of the shots and licenses. c) Locate on a calendar when the shots should be given. d) Discuss what happens when a pet does get sick. Include the possibility of death. 3. Make a chart showing how long various pets live. Include people on this chart. 4. Discuss with the veterinarian where pets can be obtained. List the places to look for pets. 5. Write a thank-you note to the veterinarian.	The book, The Pet Hospital, Hefflefinger, Jane and Hoffman, Elaine, Melmont Publishers, Inc. Chicago, 1964. Experience chart A year's calendar Chart paper Marker Paper Pencil	Characteristics of a Healthy Rabbit Active and alert looking. Eyes are clean and bright. Coat is full, smooth and silky. Skin is free of sores and blotches. Legs are firm and are not swollen. How Long Some Pets Live dogs 17 yr. cats 18 yr. rabbits 5 yr. canary 18 yr. parrot 65 yr. people 70 yr.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
	6. Seatwork: Copy the thank-you note for the veterinarian. Send one or two of them. 7. Vocabulary: buy, visit, healthy, look, behave, thank you, primary, hospital, active, alert, eyes, bright, full, smooth, silky, skin, sores, blotches, legs, firm, swollen, canary, parrot, newspaper, veterinarian, shots, calendar, death.		Where We Get Pets 1. Newspaper ads 2. Veterinarian 3. Kennel 4. Dog Pound 5. Humane Society 6. Pet Shops Thank You Note Dear Dr._____: Thank you for telling us how a healthy (rabbit) should behave. We will be able to raise a happy (pet) in our class. Thank you, Primary Class

LESSON #8.

SCOPE OF LESSON: 1. To review and integrate the information needed in order to care for a class pet.

2. To develop a feeling of cooperative responsibility in having a class pet.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
1. Welcome the new pet into the classroom by preparing for its care.	Note: Concentrate on the pet chosen by the class. 1. Discuss how we can get acquainted with our pet gradually. 2. Dramatize how we approach a new pet. 3. Discuss the needs of a pet. Compare to what people need. 4. List the rights of our pet. 5. Write an experience story about how to make a new pet welcome. 6. Divide into committees and make a cage. (Have the pieces pre-cut and pre-measured.) 7. Seatwork: Draw a picture of an animal whose rights are respected, and an animal whose rights are neglected. Label the picture with a caption.	Chart paper Wood, chicken wire, soft wood shavings, water food, dishes, toys, cloth and cover. Paper Crayons	<u>Our Pet's Rights</u> The right to have a bed. To be fed on time. To have exercise. To have affection. To have fresh air. <u>Ways to Make Our Pet Welcome</u> Make a bed. Have his food and water ready. Be quiet and gentle, especially at first. Let him get used to us before we play with him.

LESSON #9.

SCOPE OF LESSON:

1. Review basic information related to the care of pets.
2. Present appropriate pets from which the class may choose one for the room.
3. Emphasize the need for observing pets, before purchasing, to determine if they will fit in with the anticipated environment.
4. To provide a real experience in consumer buying.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. Write questions to ask the owner of local pet shop concerning the care of our classroom pet. 2. On a trip to the shop, purchase the pet.	1. List the questions on an experience chart. Stimulate questions through pictures showing various aspects of pet care. Duplicate the questions for each child and for the owner of the pet shop. Read orally. 2. Discuss safety and behavior on the bus and at the shop. 3. Make a map showing the way to the pet shop. 4. Draw what you especially want to see at the pet shop. Label the picture. 5. Determine how much money will be needed, and how much change will be left from a larger amount. 6. Discuss where pets can be obtained. Pictures on a bulletin board will help direct this discussion. 7. Visit a pet shop to buy the pet.	Pictures showing pets eating, drinking, playing, bathing, sleeping in a cage, being groomed, and a sick or hurt pet. Duplicated copy of the questions. Leave a space for a picture below each question. Paper Marker (Various colors) Crayons Various pieces of money to total more than the amount needed for	Questions 1. What does our pet eat? 2. How much food does it eat? 3. How often will it eat? 4. How do we groom our pet? 5. How do we bathe our pet? 6. How will we know if our pet is sick? 7. What kind of a home will our pet need?

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	a) Show how pets differ. Feel the different kinds of animal fur (hair, etc.). Count the legs on a rabbit, hamster, guinea pig, cat, dog, pigeon, peacock, and parakeet. b) Following a demonstration, pick up a rabbit, cat, dog, and hamster. Compare with the handling of a toy. 8. Seatwork: Using the ditto sheet of questions the children will draw an answer for each question below the question. These may be labeled by the teacher. Vocabulary: shop, smooth, hold, groom, bathe, sick, map, home.	the purchase of the pet. Bulletin Board Where Can You Get Pets? Pictures of a farm, pet shop, animal shelter, a present (pet with a bow), and a child finding a pet. Previous arrangement with the owner of the pet shop. Various animals at the pet shop. Shop owner demonstrate the proper handling of these pets. Ditto question sheet.	

LESSON #10.

SCOPE OF LESSON: 1. Initiate class care of the pet emphasizing group and individual responsibility.

2. Culminate the unit by reviewing the information taught in the unit.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. Demonstrate responsibility for the class pet by initiating daily care as indicated on pet care chart.	1. Make a chart to determine the daily responsibilities necessary for the care of our pet. Establish picture symbols to help remember the words. Place a different child's name on the chart each day. 2. Discuss waiting our turn to care for the pet and the importance of not missing a day. 3. Read about the possible results of lack of care for a pet. 4. Review the experience charts of previous lessons as a culmination of the unit activities. Evaluate the acquisition of the information through informal questioning and by observing the daily care of the pet by the children. 5. Seatwork: Copy the words on the chart, Care of our pet. Draw a picture of each. One of these drawings will be chosen to label the large chart. 6. Vocabulary: food, water, cage, clean, daily, responsibility.	Chart Marker Oaktag strips for each child's name. Macmillan Science Series Book 2, New York, 1963, pp. 127-28	Care of Our Pet Food Water Clean Cage Grooming

LIFE EXPERIENCE STARTER UNIT

RECREATION

INTERMEDIATE LEVEL

UNIT TOPIC: RECREATION

I. RATIONALE

The mentally retarded child often comes from the lower socioeconomic levels and many times does not have the money, creativity, or opportunities, to become acquainted with or involved in recreational activities. They need to be taught about the facilities that are available and about activities which are constructive and healthy in which they can participate with a minimum of expense.

This type of unit should have tremendous transfer value into later life as many of the activities covered may be enjoyed as fully in adulthood as in childhood.

II. SUB-UNITS

A. Hiking
B. Camping
C. Fishing
D. Safety
E. Clothing
F. Parks
G. Weather
H. Transportation
I. Money
J. Museums
K. The Library
L. My State

III. GENERAL OBJECTIVES

A. To orient the child to the recreational facilities offered by his community.

B. To teach the child to function in social situations and to make good use of leisure time.

C. To help the child gain experience in handling himself safely outside a school situation.

D. To develop the ability to communicate with others outside the family and school situation.

IV. CORE AREA ACTIVITIES

A. Arithmetic Activities

1. Make a bulletin board depicting the costs of different recreational related activities such as movies, refreshments, swimming, golf, pool, etc. Use magazine pictures for illustrations.
2. Estimate distance to movie theater, etc., in terms of city blocks--"about how long is a block?"
3. Use the road map to determine the approximate distance to nearby recreation areas in terms of miles.
4. Match pictures of coins and paper money with the actual values.
5. Recognize the shapes of traffic signs.
6. Locate recreational facilities by using street, block, and house numbers.
7. Compute the cost of a day spent at the zoo - travel, meals, etc.
8. Recognize opening and closing times of different facilities. Be able to indicate on a clock.
9. Keep score of different games such as bowling, golf, badminton, horseshoes and baseball.

B. Social Competency Activities

1. Develop and list rules related to sportsmanship in games.
2. Ask for directions in helping reach a pre-determined destination.
3. Demonstrate proper manners in movies, restaurants and other public places.

4. Take dancing lessons from the physical education instructor.

5. Participate in school sports functions as well as neighborhood games.

6. Choose teams for simple games, being sure to rotate the captains.

7. Using volleyball as an excellent example of team cooperation, demonstrate how each member is an important part of the team and must take certain responsibilities and at the same time, no one individual can be effective alone.

C. Communicative Activities

1. Plan classroom discussions dealing with recreation to give students the opportunity to express themselves and to listen to others.

2. Develop a skit depicting two different individuals with opposed attitudes toward sportsmanship - one good and one bad.

3. Use the telephone to request admission times, prices of movies, current movie billings, park hours, etc.

4. Use the newspaper to find the times, dates, and locations of movies, plays, ball games and other recreational pursuits.

5. Interpret the meanings associated with various shaped highway signs.

6. Recognize and read aloud words important to understanding the unit, i.e., closed, open, admission, lifeguard on duty, swim at your own risk, no littering, etc.

7. Write descriptive stories depicting experiences related to camping and other recreation.

D. Safety Activities

1. Make a bulletin board illustrating and listing basic rules for swimming in supervised and unsupervised facilities.
2. Practice pedestrian safety rules when walking to and from movies, parks, etc.
3. Write experience charts related to the use of play equipment.
4. Arrange for a bicycle ride to include all members of the class (if possible). Rent bicycles for those who don't have access to one. Practice following the safety and traffic rules pertinent to bicycles.
5. Demonstrate the safe handling of fishing equipment
   a) baiting hooks
   b) replacing hooks and lures
   c) careful casting

E. Health Activities

1. Discuss the reason for showering before and after swimming.
2. Explain and demonstrate what athlete's foot is and how it may be prevented.
3. Practice first aid procedures for minor injuries such as cuts, bites, abrasions, etc.
4. Participate in school physical education programs. Emphasize the need to keep the body physically fit in order to enjoy recreation fully.
5. List and illustrate, with catalogue or magazine pictures, the proper recreational clothing for various activities such as camping, hiking, bicycle riding, etc.
6. List the kinds of foods that might be appropriated for camping or hiking; be sure they are properly nutritious.

7. Have the students write paragraphs explaining health dangers that might be encountered in recreational activities. Record the major ones on experience chart.

8. Locate articles or specimens of dangerous plants that might be encountered in camping or hiking.

F. Vocational Activities

1. List and describe jobs of those people engaged in recreational vocations. Evaluate the skills required in the jobs.

2. Explore and discuss recreation programs offered by some industries for their employees. Discuss why these services are offered.

3. Develop a bulletin board exhibiting famous people who have made a living through recreation.

i.e., (a) Denny McClain, Bob Gibson (baseball)

(b) Bart Starr, Joe Namath (football)

(c) Pancho Gonzales, Arthur Ashe (tennis)

(d) Arnold Palmer, Jack Nichlaus (golf)

(e) Edmund Hillary, Jim Whittaker (climbing)

4. List and discuss hobbies that might potentially develop into a business (raising pets, gardening, collecting, etc.)

5. Write a paper explaing the proverb: "All work and no play makes Jack a dull boy."

6. Have a series of recreational workers speak to the class on their jobs and ways of becoming a recreational worker.

V. RESOURCE MATERIALS

Maps

Free pamphlets and materials

Books

Movies

Overhead projector

Experience Charts

Games

Telephone

Newspapers (one for every student)

Art Materials

Tape recorder

Magazines and articles --Sports Illustrated, Life, Post, National Geographic, Field and Stream, Holiday

Money of various denominations

Bases for ball game - balls, bats, and gloves.

Tickets to ball game

Boats and life preservers (rented)

Forester or Game Warden

City recreational official

Food - hot dogs, beans, chips, pop, etc.

Sets of fishing tackle including bait and lures

Transportation

Parental Assistance (for trips, etc.)

Tents and Sleeping Bags

Camping Equipment

Swim suits

Tennis Shoes

Films: Available from

Audiovisual Center
Division of Extension and
University Services
University of Iowa
Iowa City, Iowa 52240

"Town and Country Recreation"
U-4813

"Bicycle Safety"
U-3086

"Learn to Swim"
U-2250

VI. VOCABULARY

hiking*
flower
cold*
first aid
hour*
riding*
caution*
faster
cents*
beach
fishing*
worms
tent*
manners
cheering
second*
park*
clouds
rain*
inches*
minute*
step*
railroad (RR)
slower
dollars*
guard*
pole*
bait*
stake
umpire
field*
third*
trail
hot*
sunshine
years*
second*
go*
crossing
picnic*
food*
suit*
rod*
camping*
rope*
crowd
diamond
base*
tree*
warm*
trespassing
miles*
bicycle*
curve
sign*
money*
swimming*
water*
reel*
fire*
sportsmanship
booing
first*
home*

*Denotes words students should learn to spell.

LESSON I.

SCOPE OF LESSON:

1. To introduce and create interest in a unit on recreation.

2. To stimulate discussion and thinking about the role recreation plays in our everyday life.

3. To explore possible recreation activities available in the local community.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To demonstrate interest in the recreation unit by voluntarily contributing at least one idea to the discussion and planning of the unit, and by suggesting equipment or finding pictures for the preparation of a recreation display.	1. Write the word RECREATION on the board and ask for pronunciations and definitions from the students. Develop a definition that fits the purposes of the unit. 2. Ask the students to name and identify as many kinds of recreation activities as they can. Solicit oral descriptions of the students' experiences with recreation. List the major activities on the board, i.e., fishing, camping, baseball, hiking, swimming, sledding, skating, etc. 3. Discuss the necessity for learning about recreation. Ask the class for their reasons. Point out the increasing availability of leisure time and the need to fill that time constructively. 4. Show film depicting the experiences of a small midwestern town in developing a recreation program. 5. Plan, with the class, the general scope of the unit--What recreation areas are we interested in? What activity would we like to learn?, etc.	Film: "Town and Country Recreation" Bulletin board materials Film projector Magazines Sporting Equipment: a) fishing gear b) hiking boots, pack, rope, etc. c) swim fins, suit, snorkle d) golf clubs, balls	Today we discussed our new unit on recreational activities. We saw a film of a town's recreational program and how it began. It is important to be able to play at some activity so we won't become bored in our spare time.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	6. Browse through class magazines for ideas and illustrations for the preparation of a class display on recreation. Have children bring articles from home and supplement these by soliciting recreational equipment from the local sporting goods store. The equipment would be displayed along with a picture of the equipment being used in the activity.	e) baseball equipment f) small tent, camping equipment	

LESSON II.

SCOPE OF LESSON:
1. To stimulate discussion on the subject of local recreational facilities.
2. To acquaint the students with the geographical location of some major local recreation facilities.
3. To orient the students to specific park equipment and facilities.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To be able to list and locate on a map six recreational facilities located in the local community. 2. To be able to list recreation activities that are appropriate at these facilities.	1. Start the class discussion by asking the students to name and give the location of community recreation facilities such as theater, recreation center, city park, playground, swimming areas, horseshoe pits, tennis courts, golf course, etc. Is there a more exact way of locating these facilities? Introduce the city map (if appropriate). Have the students locate the facilities on the map. If no map is available for the city, a good exercise in directions might be to construct a city map as a class project. 2. On the topic of parks, have the students guess at equipment found in the park from	Riddles Blackboard Pictures of playground equipment	There are many fun places to visit in our town. We can go to the parks, movie theatre, library, museum or the ball parks. At the park we can have

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	riddles created by the students or teacher, i.e., a) I have a long slippery snout which children like to ride. What am I? (Slide) b) I am chained to my job of making the children happy. What am I? (Swing) c) When the children ride me, they have their ups and downs. What am I? (Teeter Totter) d) I make the children laugh and scream, but they sometimes can't walk after riding me. What am I? (Merry-go-round) List these answers on the board. 3. Have the children choose their favorite activity at the park and draw a picture story about it. Place these on the bulletin board.		picnics, go swimming, play ball, see the animals or play on the slides, swings, or merry-go-round.

LESSON III.

SCOPE OF LESSON:

1. To present the movie theater as an appropriate recreational outlet for the students.
2. To present an opportunity to practice acceptable social behavior related to the theatre.
3. To allow the students to express themselves in a role playing situation.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To recognize acceptable behavior in a movie setting by listing three such behaviors and practicing them in a simulated situation. 2. To compute the cost of tickets and refreshments for a movie and to assess the accuracy of making change by using play money in a simulated theatre.	1. Discuss ways to behave at the theater. List these on an experience chart. Include: a) Remain quiet--don't talk loudly to your neighbor. b) Plan to leave only during the intermission. c) Wait your turn in line. 2. Convert the classroom into a miniature theater. Place an admission booth near the door along with a refreshment center. Serve Kool-aid and popcorn to be purchased with play money. Push the desks or chairs together to make theater seats. Have the "audience" go outside and pay to enter. Choose students to be ticket taker, refreshment server, usher, etc. Have them come in quietly and find a seat quickly. Show a film that is entertaining. For an interesting alternative, one might plan a typical incident of poor behavior with some of the students, unknown to the others. This would have the effect of irritating the students while trying to view the movie and should be an effective reinforcement to the lesson on proper behavior.	Movie - one that would be entertaining Play money Tickets Popcorn Kool-Aid	Movies are fun! Today we made our room into a theater. We talked about the right way to behave at a movie and were surprised when some of the class became rowdy. This was done with the teacher's help to let us know how bad behavior bothers people who are watching the film. We also learned how to buy tickets and refreshments.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	3. After watching the movie (this time undisturbed) go over the incidents of the day in a class discussion. Encourage the expression of the students' feelings at having the movie interrupted by poor behavior.		

LESSON IV.

SCOPE OF LESSON:

1. To explore fishing as a possible outlet for leisure time.
2. To demonstrate kinds of equipment that often is used in fishing.
3. To develop an awareness of local fishing spots and kinds of fish available.
4. To develop an understanding of safety principles to be followed for safe fishing.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To be able to locate four fishing places, given a general map of the area. 2. To recognize some local fish by name when presented with pictures of them. 3. To be able to list safety rules associated with	1. Arrange for one of the students to bring his personal fishing equipment to school for demonstration. Have him explain the uses of his equipment: a) kind of fishing he does b) bait used c) kind of fishhooks, line, etc. d) where he fishes 2. Discuss the fishing spots that the class is aware of. Which are the best? For what kind of fish? Locate these on the map.	Student fisherman Mail order catalogue Sports shop owner Sports magazines: <u>Sports Afield</u>	<u>Fishing</u> Fishing can be great fun! Today we learned about kinds of fishing equipment that may be used. We located fishing spots on the map so that we can go to them later. It is very

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
fishing and equipment.	3. Introduce the local sport shop owner. Have him demonstrate fishing equipment and costs of the less expensive gear. Compare the class information on fishing spots with the owner's information. Add any spots not already located on the map. Demonstrate the rules to prevent accidents and injuries when fishing: a) Make sure no one is behind you when casting. b) Learn the characteristics of the fish in the area to prevent being wounded by teeth or fins. 1) catfish 2) pike 3) crappie d) Be sure the shore line is solid and the footing is secure. e) Wear proper shoes to prevent slipping. f) Carry mosquito repellant. g) Exercise caution with knives. Keep sheathed, or folded. h) Remove hooks and lures when transporting rod and reel.	Field & Stream	easy to get hurt by being careless with fishing equipment. We also made a list of safety rules to follow. Now we know about fish, equipment, and safety.

LESSON V.

SCOPE OF LESSON:

1. To introduce the advantages of knowing how to swim.
2. To stimulate interest in learning to swim by having the local YMCA swim instructor speak to the class, inviting them to participate.
3. To explore related water sports that swimming makes possible.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To be able to write an expository paper on the advantages of knowing how to swim. 2. To contribute at least once in a discussion on swimming or to contribute one idea to a bulletin board.	1. Begin the lesson by having a student go to the board to act as the class recorder. Get a show of hands of those who can swim. Have each student contribute one advantage of knowing how to swim. Record these on the blackboard. Some examples might be: a) could save your life b) makes other recreation possible 1) water skiing 2) boating 3) surfing c) athletic competition--swim team d) keeps one physically fit e) make new friends at the beach 2. Encourage the class to share their personal swimming experiences good and bad. Point out how fear of water develops. (Might also mention that fear of school is similar.) 3. Show short film on learning to swim.	Film: Learn to Swim U-2250 YMCA instructor Paper and pencils Sport magazines	Swimming is an activity that almost everyone can learn. Today, the YMCA instructor showed a film on learning to swim. We arranged to have a swim lesson soon. Our bulletin board shows how much fun swimming is, and how other sports are related.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	4. Arrange to make a trip to the Y for a swim lesson at a later date. 5. Choose pictures to illustrate a bulletin board on swimming and related water sports. Include boating, surfing, skiing, sun bathing, etc. 6. Write an exposition of three paragraphs on some aspect of swimming. Use the library if necessary to gain further information.		

LESSON VI.

SCOPE OF LESSON: 1. To further pursue swimming as a recreational sport by studying safety precautions and potential swimming dangers.

2. To provide the opportunity to participate in a swim lesson under the supervision of a qualified instructor.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To be able to enter the water with a qualified swim instructor and participate in a lesson. 2. To be able to list five safety rules to be followed in	1. Review the lesson on swimming when the arrangements were made for a swim lesson. Reestablish the concepts taught at that time. 2. In preparation for the trip, view the film, "Water Wisdom." Discuss characteristics of safe swimming places: a) Solid, gently sloping bottom--no holes b) No hidden hazards (underwater rocks, etc.) c) Area should be of sand or gravel	1. Experience charts 2. Film: "Water Wisdom" available from TVA film services,	Today we saw a film on safety around the water. After the film we went to the YMCA for a swim lesson. This was a new experience for some of us. Some safety rules we followed were:

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
swimming areas.	d) Swimming areas should be marked and supervised 3. Review experience chart referring to the influences of bad company or behavior. Discuss this concept with regard to swimming. Develop a list of causes of swimming accidents: a) swimming too long and far b) taking dares--face saving c) carelessness (rock hopping, raft building, etc.) d) unskilled use of boats e) swimming in muddy or strange water f) disregard for currents, tides, and undertows g) underestimation of distance from shore i) swimming or wading alone j) using artificial supports (inner tubes, air mattresses, etc.) k) swimming right after eating 4. Review behavior observed on field trips. Travel to YMCA by bus. Change clothes and meet by the pool. 5. Arrange (prior to trip) for older students who are capable swimmers to aid with the class lesson under the advisement and direction of the head instructor.	Knoxville, Tenn. 3. Swim suits	1) Don't run around the pool 2) Don't be careless 3) Don't swim alone 4) Don't swim too long

LESSON VII.

SCOPE OF LESSON:

1. To stimulate recognition of walking and hiking as a recreational activity.

2. To promote interest in recreational hiking by having the local park officer speak to the group about the sport - equipment, etc.

3. To allow the class to experience the sport by planning for a class hike.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To define hiking as a form of recreation. 2. To be able to name appropriate hiking clothing given certain differing seasonal, weather, and terrain conditions. 3. To be able to indicate three areas for recreational hiking near the community.	1. Take the children to the playground and have them walk around the perimeter a couple of times at a rather brisk pace. Return to the class and ask how many thought that the walk was fun. Count the number and record on the board. How many thought the walk was not fun? Again count and record. Allow each side to defend themselves with respect to walking. After the discussion try to isolate the reasons under two headings: <u>Walking is Fun</u> a) It makes you feel good b) You see the beauty of the out-of-doors <u>Walking is not Fun</u> a) It makes you tired b) Walking makes the feet hurt 2. Introduce the local park or conservation officer. Make sure he has been briefed on the level of the group and the desired thrust of the lesson--that of viewing hiking as a recreational acitivity in and of itself. His	1. Park or conservation officer 2. Blackboard 3. Hiking equipment a) shoes b) socks c) clothing 4. Art and bulletin board materials 5. Magazines a) <u>Boy's Life</u>	Sometimes when we have to walk places we may forget that walking can be fun. If we're not in a hurry we can relax and enjoy the natural beauty of parks, picnic areas, fishing areas and many other enjoyable places within hiking distance. Today the park ranger told us how hiking can be good leisure time activity if a little care is taken to choose the right

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
4. To contribute at least one picture for a bulletin board depicting recreational hiking.	presentation might emphasize several ideas: a) Hiking and the environment b) Hiking and health c) Hiking and equipment d) Hiking as a personal activity e) Areas for hiking. Conclude the presentation with a question and answer period between students and the ranger. Be sure the students have developed questions prior to the visit. These might include: a) Are special shoes needed? Can I wear tennis shoes? b) How can I prevent getting blisters? c) How fast should one walk on a hike? d) Are cameras part of the hiking sport? e) Why is walking good for the body? How can it make me stronger? f) How does one walk on gravel, leaves, logs, sand, etc., most effectively? 3. Construct a class bulletin board illustrating some of the points made by the ranger, and depicting a variety of hiking forms, locally and internationally. Browse through camping	b) Field and Stream c) Girls' Life	clothing and shoes.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	magazines, etc., for the pictures. The display should be titled to capture the recreational theme. 4. Culminate the lesson by planning a class hike to one of the areas mentioned. Make a list of the appropriate equipment needed, i.e., (compass, athletic socks, shoes with good support, shorts, slacks, etc.).		

LESSON VIII.

SCOPE OF LESSON:

1. To discuss cycling as recreation.
2. To develop an awareness of the need for keeping bikes in good working condition.
3. To begin the study of traffic laws and regulations.
4. To emphasize safety in cycling.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To be able to point out five important mechanical features of a bicycle and to tell how they contribute to safety. 2. To be able to list four recreational uses of a bicycle.	1. Discuss with the class their experiences with bicycles. Count those who have bicycles. Write the number on the board. Count those who can ride a bike and record on the board. 2. Bring two bicycles to the room, one in very poor condition and one in good condition. Point out the relative condition of the brakes, for example, and stimulate discussion related to the safety of each by asking: a) Which would you rather ride? Why? b) What might happen if you were riding down a steep hill on the poorly kept bike? c) How could this be prevented?	Bicycles Film: "Bicycle Safety" Bulletin board materials	Biking and walking are the most important ways we get places. Besides transportation, a bike can be fun. We can ride in the country, race, go on picnics, and keep in shape. We must keep our bikes in good

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
3. To recognize four basic traffic sign shapes and what they represent. 4. To safely demonstrate the ability to ride a bike to a nearby park.	Proceed in a similar fashion with other bike parts, i.e., a) head lights b) reflectors c) sprocket guard d) fenders e) properly adjusted seats, handlebars, etc. f) tires 3. Have the students write down as many uses as they can for a bicycle. Put those related to recreation on the blackboard. Be sure to expand the uses if some are left out; i.e., a) takes us to parks, fishing, movies, etc. b) scenic rides c) racing 4. Show the film, "Bicycle Safety" which illustrates the duties of the bicycle rider in maintaining his bike and obeying all traffic rules. 5. Construct a bulletin board using construction paper and magic markers to illustrate the basic traffic signs: Caution Directions RR Stop 6. Take a bike ride to a nearby park emphasizing the safety rules and traffic regulations: a) signal when turning b) stop completely at intersections c) always keep both hands on handlebars d) be alert for traffic e) keep bike in good working order		condition and obey the safety rules. Today we showed how to ride safely and enjoyed our outing to the park.

LESSON IX.

SCOPE OF LESSON: 1. To introduce library services to the students.

2. To encourage personal involvement in library utilization.

3. To emphasize the library as a desirable recreational facility.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To be able to contribute one suggestion related to library services. 2. To be able to choose a book for reading, check it out, and verbalize the kind of reading material it represents. 3. To be able to verbalize that the library is a worthwhile recreational facility.	1. Prepare for the library lesson by having a large variety of library books available on a display table. 2. Read a short entertaining story to the class. Ask where they think the story came from. Count the number of children who read such stories. Count the children who indicate they use the library. Have the students take turns writing one entry on the board under the caption <u>Exciting Treasures to be found at the Library</u>. Discuss and enlarge these suggestions to cover most major library offerings such as: a) Adventure and fun stories (fiction) b) Famous people and events (Non-fiction) c) Magazines d) Factual reports and information (References, etc.) 3. Allow the students some time for browsing through the books on display. See if they can find examples of the different kinds of books discussed. (Perhaps a few lines can be read from different books by the students.)	1. Library Display a) Magazines b) Fiction book c) Encyclopedia d) Newspapers 2. City Map 3. Library check out forms	<u>The Library</u> The library is a good place to spend leisure time. There are many different kinds of books and magazines in the library. We can read about news, sports, cars, hobbies, and many other interesting topics. Today we learned how to check out a book from the library.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	4. Locate the city library on a city map (if appropriate). Have one student explain the procedure for checking out a book. Write the steps on the board for reference. 5. Discuss the library as a source of leisure time activity. Be sure that high interest topics are presented as a motivating influence. (For example: At the library we can find out about dinosaurs, dragons, how to build soap box cars, rock collecting Pets, etc.) 6. Culminate the lesson by checking out books to the students from the display. Ask them to prepare informal reports to the rest of the class on their particular book to be presented later.		

LESSON X.

SCOPE OF LESSON:

1. To promote the realization of the importance of being in good physical condition.
2. To introduce the class to several ways of improving their physical fitness.
3. To encourage the children to make daily exercise a part of their recreational program.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To be able to list at least two bodily changes that occur under physical exertion. 2. To be able to verbalize ways in which poor physical fitness is a liability. 3. To be able to list at least five ways one can improve his body fitness. 4. To perform	1. Introduce the lesson by having the group go outside to the entrance steps. Have them, one at a time, run up and down the steps a number of times. Return to the class and note on the board the bodily reactions to the physical exertion. Point out that some of the class seemed to be in better physical condition than others. Discuss possible reasons for this. 2. Ask the class to suggest ways that physical fitness might be improved. List these on the board. 3. Introduce the film, <u>Focus on Fitness</u> emphasizing that they watch for answers to some of their questions about fitness. 4. Discuss the important points of the film noting that physical fitness activities may be considered recreational in nature. Present a magazine article indicating the number of people who utilize gymnasium	Projector and screen Film: "Focus on Fitness" Kodak Sports Films, Eastman Kodak Co., 343 State St., Rochester, New York, 14650, Attn. Audio Visual Services For teacher readings: Neilson, VanHagen, Comer. <u>Physical</u>	<u>Physical Fitness</u> Many sports and recreational activities require good physical conditioning. If we don't exercise often, we can become flabby, overweight and weak. Today we learned some ways to keep our bodies in shape. Keeping fit can be fun. We made a schedule of physical activity time that will help us exercise regularly.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
physical fitness activities demonstrated on a TV show (Jack LaLanne). 5. To be able to prepare a daily schedule allowing at least 15 minutes for physical fitness activities.	facilities for fitness purposes. Also mention T.V. programs on fitness (Jack LaLanne, etc.). 5. Call attention to a bulletin board (previously prepared) that lists and illustrates appropriate leisure time physical activities. For example: a) weight lifting b) cycling c) hiking-jogging d) calisthenics e) various sports 6. Demonstrate and practice some of the activities listed. For example: Teach the students how: a) To perform sit ups b) To perform push ups c) To correctly use weights d) To perform the side straddly hop, etc. 7. Have the students fill out a mimeographed daily schedule form allowing time for physical activity. The time might be scheduled for the school gymnasium, recreation center, or "at home" exercising. Alternate activities:	Education for Elementary Schools, Ronald Press, 1966 pp. 3-8 Choosing Your Goals: Leslie W. Swin, Dana Farnsworth, Florence Fraument, Lyons and Carnahan: Chicago, Ill. 1967. pp. 37-53. Fit, Fat, Fad, Sun Life Assurance of Canada. One North La Salle St., Chicago, Ill. free. Sports Tips for Teenagers.	

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	a) Have the students produce their own 30 minute T.V. program demonstrating recreational physical activities. b) Produce a tape that could be used to lead a group in calisthenics and exercises. Have each student record and direct one activity. c) Develop seat work related to arithmetic, i.e., 1) Joe did 31 sit ups, Robert did 40. How many more did Robert do than Joe? 2) Mike did 17 push ups, Nancy did 9, Linda did 10. How many did they do altogether?	Sun Life Assurance Company of Canada, <u>free</u>. Tape recorder, tape	

LIFE EXPERIENCE STARTER UNIT

IOWA, OUR STATE

INTERMEDIATE LEVEL

UNIT TOPIC - IOWA, OUR STATE

I. RATIONALE

As a general rule, retarded members of our population tend to be less mobile than their normal counterparts. They tend to reside within the community in which they were born and, if they do move, they seldom move from their home state. It follows, then, that one important objective of special education programs should be to foster an understanding of the state in which the retarded child lives. All too often the retarded child has little notion of the relation of his neighborhood and community to the wider areas of his environment. The study of Iowa should provide for this broader orientation from which the retarded may develop a truer perspective of himself, his family and his neighbors.

II. SUB-UNITS

A. Geography
B. Travel
C. Government
D. Transportation
E. Occupations
F. Weather
G. Farm
H. Animals
I. Cities
J. Law and Authority
K. Recreation
L. Food
M. Gardening
N. Newspaper
O. Map Reading

III. GENERAL OBJECTIVES

A. To become aware of the employment possibilities available in the state.

B. To learn the skills needed for traveling about the state.

C. To learn the basic historical background associated with Iowa.

D. To understand the basic structure of state government.

E. To discover and utilize the recreational and leisure time facilities available in the state.

F. To develop awareness of state law and its relation to community law and the individual.

G. To learn of the climatic and temporal weather associated with Iowa and the midwest.

IV. CORE AREA ACTIVITIES

A. Arithmetic Activities

1. Measure relative distances on map.
2. Find the cost of bus fares to various locations.
3. Compare the cost of bus travel, train travel and taxi travel to the same location.
4. Estimate travel time by different modes of transportation (car, train, plane).
5. Relate the points of the compass to a map of Iowa.
6. Locate and follow a number of given highways on an Iowa map (Interstate, county, etc.).
7. Locate street numbers on appropriate Iowa map (Interstate, county, etc.).

B. Social Competency Activities

1. Construct a bulletin board relating the seasons to recreational possibilities in the state of Iowa.
2. Plan an all day trip to the state capitol. Have students write a group letter to a state official arranging for an appropriate tour.
3. List proper behavior to be followed while on a field trip.
4. Have various resource people visit the room (farmer, councilman, mayor, etc.). Practice asking pertinent questions that have been prepared by the group.
5. Form committees to plan for a class picnic designed to acquaint the children with a

local recreational facility (park, zoo, lake area, etc.). List the committee responsibilities on the blackboard.

6. Review rules for games to be played on the picnic. List characteristics of a good sportsman.
7. Discuss and purchase picnic foods that are home grown in Iowa.
8. Dramatize the proper way to make introductions related to the resource speakers.
9. Prepare a bulletin board of famous historic locations in Iowa (Hoover's home, Little Brown Church, etc.). Locate these sites on a map with labels and colored yarn.

C. Safety Activities

1. Make a list of safety rules to be observed by the students near streets or highways while on field trips.
2. Identify safety reasons for rules in games.
3. Practice safety procedures in preparing food (care in usage of knife, forks, stove, electrical outlets, etc.).
4. Show pictures and display articles of protective clothing used by industrial workers in Iowa.
5. Have an Iowa conservation officer speak on outdoor recreation facilities and safety practices related to them.
6. Clip stories and pictures of industrial and farm accidents for future reference. Discuss causes of accidents and preventive measures.
7. Discuss and demonstrate safety practices to be used in recreational situations

   a. hunting b. fishing c. sports d. camping e. boating

D. Health Activities

1. Identify nutritional food products grown on Iowa farms.
2. List foods that are needed for healthy growth that are not grown in Iowa. Point out that we must depend on other states for proper balanced diets.
3. Review slides of Davenport during flood, or of Charles City after the tornado, noting health problems related to the disasters.
4. Prepare lunch consisting of Iowa grown foods.
5. Review methods of caring for farm animals--compare with human care.

E. Communication Skills Activities

1. View slides of community and identify familiar sites.
2. Prepare descriptive talks on student visits to various locations in Iowa.
3. Write an individual letter to a state official requesting information related to class projects. (State capitol visit, recreational facilities, etc.)
4. Consult summer and winter catalogues to determine examples of proper seasonal equipment and clothing required in Iowa for work and play.
5. Write thank-you letters following all visits.
6. Read stories and documents related to the history and development of Iowa.
7. Make tape recording of student talks.
8. Demonstrate the proper use of the telephone: look up numbers of bus depot, train station, chamber of commerce, city hall, etc.

F. Vocational Skills Activities

1. Prepare bulletin board of sequence of jobs workers do from the farm to packing companies to grocery stores for various food products.
2. List and discuss possible occupations available to Iowans.
3. Watch film depicting the constructive use of leisure time. Discuss the necessity of play in producing more effective work.
4. Find magazine pictures of farm related workers (truck drivers, packing workers, etc.) doing a variety of jobs--arrange on a bulletin board--pair these pictures with those of other occupations.
5. Make a list of personal qualities necessary for successful work (punctuality, dependability, good humor, etc.).
6. Visit local employment agency to find the semi-skilled and unskilled jobs that are available in the community.
7. Display reject items as well as quality products from local plants to show results of poor workman performance. Speculate as to what the management might do about it.

V. RESOURCE MATERIAL

A. Maps--United States, Iowa, County and Public Park
B. Bulletin board and tacks
C. Blackboard and chalk
D. Slides of the community and local parks
E. Films and projector
F. Books--Communities at Work, Heath & Co., 1965, A New Hometown, Heath and Co., 1965
G. Telephone and telephone directory
H. Pictures, magazines
I. Post cards

J. Tape recorder

K. Television

L. Newspapers

M. Brochures from park commission

N. Overhead projector and transparencies

O. Flags, Iowa and United States

P. Resource person--gym teacher

Q. Art and writing supplies

R. State Department brochures

S. 35mm. camera and slide projector

T. World Globe

FILMS

(From University of Iowa Catalog of Educational Films, 1966-69)

Ordering address:

Audiovisual Center
Division of Extension and University Services
University of Iowa
Iowa City, Iowa 52240

The following films are included as possible helps in teaching the unit. They are only suggestions from which the teacher may choose, depending on the nature and interests of her particular class.

1.	Midwest U. S. A.	U-2732	7.	Spirit Lake Massacre	UK-3904
2.	Little Brown Church	UK-3905	8.	Des Moines	UK-5096
3.	Hoover's Birthplace	UK-3906	9.	Dubuque	UK-4897
4.	Our Iowa	U-2113	10.	Davenport	UK-5035
5.	Plum Grove	UK-3900	11.	Council Bluffs	UK-4898
6.	Sioux City	UK-5200	12.	Backbone State Park	UK-4894

13. Cedar Rapids UK-4803

14. The Sod House Frontier UK-3917

15. Amana UK-5095

16. Study of a Storm U-3128

17. Weather: Understanding Storms U-5899

18. WACO Disaster Study (Tornado) U-4146

19. Spillville UK-5108

20. This is Iowa--Northeast Iowa Area I-5642

21. Summer on the Farm U-2575

22. The Corn Farmer U-771

23. The Dairy Farmer U-2172

24. Farm Animals U-496

25. The Farmer U-3977

26. Eggs U-2253

VI. VOCABULARY

Iowa	laws	harvesting	package
crops	highways	corn	frozen
maps	barges	barley	picnic
United States	telephone (book)	wheat	tables
steak	taxi	hamburger	rest rooms
capitol	farmer	lamb	soccer
flag	construction	bacon	park
Des Moines	weatherman	factory	trash
travel	seasons	Oscar Meyer	tennis
mayor	planting	beef	horseshoes
governor	park	trash	litter

barrel	fishing	trucks	catfish
garbage	recreation	car (automobile)	pike
newspaper	weather	sow	croppie
T.V.	rain	spring	bullheads
pork	wind	summer	rod
pig	tornado	fall	reel
hog	tornado watch	winter	
soy beans	Interstate	snow	
golf	freezing (32^{o})	blizzard	
fish	plumbing	bass	

LESSON 1.

SCOPE OF LESSON:

1. To stimulate interest in studying Iowa by associating local communities and points of interest with the larger ones of the state.

2. To acquaint the students with local points and facilities of interest.

3. To become aware, in a relative way, of the distances between various points in the state.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To demonstrate an interest in the unit on Iowa by participating in a class discussion centered around familiar landmarks. 2. To locate Iowa towns and landmarks on a worksheet map. 3. To demonstrate an understanding of the concept of relative distance by comparing and verbalizing the	1. Introduce the unit by creating an opportunity for discussion of towns that the children are familiar with in Iowa. These may be places they remember visiting such as grandparents' homes, vacation spots or places they have heard about. Attempt to include all of the children in the discussion. Encourage the students to elaborate on their experience to the extent that they show enthusiasm. As the towns are named or described the teacher will mark the approximate position of the town on the large map (oaktag) at the front of the room. The children will mark the location on their outline map (work sheet) according to the areas in Iowa. As a group activity we will estimate which, between two towns on our map, would be closer and which further from our community. 2. View the movie appropriate for the area of Iowa in which the school is located (i.e., Northeast, Southwest, etc.). The teacher will provide the narration relating the local community to the wider areas of the	Worksheet #1 Iowa map divided into quadrants. Large oaktag sheet with the perimeter of Iowa outlined. Magic marker Movie: "This is Iowa-Northeast Iowa Area." Obtain from the University of Iowa A-V Center #I-5642 (See film list	(Example) Davenport is one of many towns in Iowa. Some Iowa towns are close to Davenport and some are far from Davenport. Towns can be found on maps. People do different things in different towns. In the movie, we saw Iowa has farms and cities. There are parks and highways in Iowa too. Iowa farms grow crops and farmers raise animals.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
distances between various points on an Iowa Map.	film. She should point out: a. The recreational features in the nearby towns and parks not offered in the local community. b. The historical points of interest around the general area, i.e., Hoover Memorial, Spirit Creek Battleground, Little Brown Church, etc. (These might serve as topics for oral reports). c. The occupational similarities and differences between the local town and the general area. 3. Write an experience chart concerning the day's activities. 4. Vocabulary: Iowa, crops, maps, towns, close, far away.	for other films).	

LESSON 2.

SCOPE OF LESSON:

1. To develop an awareness of Iowa as a state and its relationship to the United States as well as to the local community.

2. To emphasize that a state is made up of smaller units - towns, farms, counties, etc.

3. To develop a relative idea of the distance separating various units along with travel time and ways of travel.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To be able to verbalize (a) that Iowa is a unit separate from other states (b) that Iowa is composed of many cities, towns and farms, and that these are interconnected by highways, railroads, and rivers. 2. To be able to list the principal modes of transportation in the state. 3. To be able to identify selected towns, highways, and rivers on an Iowa map. 4. To be able to figure distances and	1. Displaying a large wall map, locate the state of Iowa. Make the observation that Illinois (which is directly across the river from our community) is another state which is very near. Note that we can travel there very easily. 2. Show the United States flag and discuss some of the places we see it. Show the Iowa flag and indicate places we might find it, such as the school assembly, court house, the capitol. 3. In looking at the large map, draw the conclusion that it would take longer to travel across the United States than across just Iowa. 4. Through discussion and brainstorming have the class generate ideas on ways to travel. The teacher will record the "ways of travel" on the blackboard under the captions of highways, railroads, rivers and air. 5. A. Highways 1. Trucks 2. Cars 3. Buses 4. Bikes and motor bikes B. River 1. Boats 2. Barges C. Railroads 1. Passengers 2. Freight	Experience chart Large wall map of the United States Flag of United States Flag of Iowa Teacher-prepared material Ticket information schedules Telephone book Blackboard and chalk	<u>Traveling Around Iowa</u> Today we looked at the map of the United States and found Iowa to be one of the United States. Illinois is another state close to Iowa. Iowa has many cities, towns and farms. We use buses, cars, trains, and planes to travel from place to place. A road map is a good tool for helping us plan trips in Iowa. We learned to find large and small towns and the best ways to travel to them.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
travel times.	D. Air 1. Planes 2. Balloons 6. Once they have exhausted their ideas on ways to travel, distribute telephone books. Have the class look in the "yellow pages" for travel and see if any other means exist in our community for transportation. 7. Briefly discuss information brochures which are available at libraries, chambers of commerce, etc. These are important because they tell us the cost of travel, time of departure, etc. 8. Distribute road maps of Iowa to the students individually or in pairs. Point out the different ways of indicating primary and secondary highways as well as railroads and rivers. Discuss the information given in the legend. Practice finding the size of towns and the distances apart using the legend. 9. Have the students work in groups to find the best means (shortest, least expensive, smoothest, etc.) of travel between various points. 10. Identify the major recreational areas and historical points of interest relevant to the time required to visit them by various modes of transportation.		

LESSON 3.

SCOPE OF LESSON:

1. To introduce the class to state government and its basic functions.
2. To relate state government to the local community and to the individual.
3. To reinforce map study related to the center of state government.
4. To provide a communication experience with a state official related to the study of Iowa.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To demonstrate selected knowledge about state government by: a) Listing at least four functions of state government. b) Recognizing and naming the current governor of the state. c) Verbalizing the basic process of electing officials	Review yesterday's experience chart. Place particular emphasis on Iowa as consisting of many towns and people who do not live in our town. The United States is a country which has many states; one of which is Iowa. Use the map of the United States to locate the capitol and refer to President _____. Identify Iowa within the United States map. Next, using the large map of Iowa, locate <u>our</u> state capitol in Des Moines. Show slides of the capitol in Des Moines as a concrete visual reinforcement of the concept. Follow slides with film on Des Moines. Inquire to see if any of the class has visited Des Moines or the capitol. If so, have them describe their recollections. Point out in the follow-up discussion: 1. Des Moines is the largest city in the state. 2. Des Moines is an important market town for livestock and crops.	Experience chart Slides of Iowa Capitol. (Obtain from public library). Overhead projector Transparencies Film: <u>Des Moines</u> UK-5096	<u>The Capitol of Iowa</u> The capitol of Iowa is in Des Moines. At the capitol the Governor helps make the laws. Mr._____is governor of Iowa. Some of the laws make parks for us. We wrote a letter to Governor _____. We told him we are reading about Iowa.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
democratically by popular vote. d) Locating, on a state map, the center of state government. 2. To be able to compose and write a letter to the governor requesting information related to the state.	3. The capitol in Des Moines is where the government business is carried out. 4. The men we elect to look after our communities go to Des Moines to protect our interests. Discuss the capitol and define it as where the governor and others help make the laws for the people. The laws they make are about schools, highways, parks, and other things. Make a list of the laws that affect the members of the class and their parents, e.g.: 1) Highway laws 2) tax laws 3) school laws 4) non-litter laws Outline on the board the process of electing state officials by popular vote. This might be transformed into a permanent chart for the purpose of consultation at election time or for some other appropriate occasion. Discuss each step with the class relating the process to them and their families. Vocabulary: Governor, Des Moines, laws, highways		

LESSON 4.

SCOPE OF LESSON:

1. To survey the kinds of jobs currently held by the heads of family of children in the class.

2. To present a variety of occupations and workers found in Iowa which might fit the interests and abilities of the class.

3. To study the requirements of various jobs available in local areas, in relation to the students' background and aspirations.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To locate and write reports on job descriptions of selected occupations. 2. To be able to demonstrate an understanding of different workers in Iowa by matching worker names with descriptions of their jobs.	Introduce the lesson by having the children comment on the jobs held by parents or relatives. The teachers should list and classify on the blackboard under such headings as: <u>Factory</u> <u>Farm</u> <u>Farm-related</u> <u>Services</u> Have a resource speaker address the class on the various jobs available in the area. A good choice might be the local employment counselor. (Be sure to brief the speaker as to the abilities and interests of the group before the class meets with him.) It is important that the class have some questions to ask. (Perhaps prepared beforehand. Such questions as the following might be productive: 1. What do I have to do to become a truck driver? 2. What do factory workers do? 3. Are we able to get part-time work through your office?	Employment counselor Bulletin board materials Factory products--pens, brushes, etc. Magazine pictures Writing materials Library resources	<u>Iowa Workers</u> Iowa has many different kinds of workers. Every job is important to the well being of the state. Mr. _____, the employment counselor, has helped us to understand the duties of these workers and the kinds of jobs around our home town. We have written to employers for information to help us understand other kinds of jobs in other areas.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	4. Are there jobs for young people on farms around this area? 5. Is being strong all that's needed for these jobs? 6. How much education do truck drivers need? 7. Do I have to have a work certificate to work during the summer? 8. What good does a truck driver do for the community? the janitor? a farmer? Make a display of Iowa workers, indicating the duties performed and the services they perform for the people. Use pictures or actual articles to demonstrate the point. For example, it might stimulate interest in factory work if under this classification was displayed the completed article or product such as brushes (Owen Brush factory), radios (Collins Radio), weiners (Oscar Meyer), oatmeal (Quaker Oats), fountain pens (Schaeffer Pen Company), etc. Have the students write letters to various factories and chambers of commerce in order to get materials for the project. Give the responsibility for job description to the class in the form of a report assignment.		

LESSON 5.

SCOPE OF LESSON: 1. To provide a contemporary picture of Iowa's farming industry as compared to earlier methods.

2. To orient the class to the role the farmer fulfills within the framework of the state's economic strength.

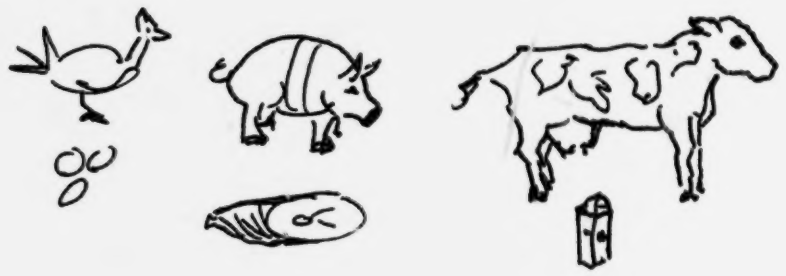
INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To demonstrate an awareness of the role of the Iowa farmer by: a) Listing at least 6 types of farm products produced in the state. b) Listing and describing at least 3 different kinds of farming in the state. c) Verbalizing at least 2	1. Begin the lesson by stimulating the sharing of knowledge already possessed about Iowa farmers. One might stimulate the group by the following dialogue. a. What is the major crop of Iowa? b. Name as many different kinds of farmers as possible. c. What is the major animal grown for market? d. What is Iowa's major business? The answers might be placed on the blackboard as solicited--as the lesson progresses and the answers become known, the incorrect responses would be erased. 2. Show film, "The Corn Farmer" which stresses the concepts of the modern space aged farmer as a specialist. 3. It is important that the children gain a realistic picture of modern farming. Point out that: a. Modern farms tend to be large.	Film: "The Corn Farmer" U-771 Booklet: Iowa Welcomes YOU, State of Iowa, Des Moines, 1965, 104 pp. (Teacher's reference) Magazine pictures Bulletin board materials	The Modern Iowa Farmer In Iowa there are many farms. The modern farmer produces only one or two products. Iowa is the leading farm state and provides many foods: Pictures 1. corn 2. wheat 3. barley 4. beef 5. pork 6. eggs 7. turkeys 8. milk

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
characteristics of the modern farmer.	b. Most of the work is done by machine. (1) milking (2) harvesting and planting c. Most farms specialize in one or two products. d. Farming is the largest business in Iowa, producing more wealth than all the world's gold mines. e. The modern farmer often attends night school to learn new skills. f. The farmer handles large sums of money and must be able to budget wisely. g. In many ways, the modern farmer is a scientist. He must use chemical fertilizers in a safe and proper manner so as not to injure himself or his land. 4. Prepare a bulletin board contrasting the farm life today with that of the past. Have the children collect magazine pictures to illustrate the differences.		The modern farmer is an important businessman who uses advanced machinery and methods to increase his production.

LESSON 6.

SCOPE OF LESSON: 1. To establish an awareness of the wide variety of food products produced in Iowa along with recognition of original and commercial forms.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To be able to list 6 Iowa food products and describe the various forms in which they are marketed commercially, i.e., Corn - available as (1) cereal, (2) canned corn, (3) fresh corn on the cob, (4) feed for livestock, etc.	1. Through discussion identify some of the common crops grown by the Iowa farmers. When the children name a particular plant, show them what it looks like either through pictures or a specimen of the plant. Circulate the example so each may inspect and handle each item. 2. Relate the grain to the ultimate food product by listing plants in relation to final products: Wheat - flour, bread, cereal — Oats - cereals, cookies Corn - ears, canned, frozen, corn meal — fritos, animal feed, pop corn Soybeans - soy sauce, plastics, flour — cooking oil, animal feed, margerine 3. Follow the crop discussion with a similar discussion on animals. Emphasize divergent thinking in which the children name all the animals found on a farm. Which ones are raised for food? Put answers on board under two headings (1) <u>For Market</u> and (2) <u>Not For Market</u>.	Pictures of Iowa crops Examples of Iowa crops ears of corn barley grain, etc.	<u>Food from the Farm</u> There are many food products produced by Iowa farmers. Some farmers grow corn, some grow wheat, and some grow oats. Other farmers grow beef, pigs, and chickens for food. We find different foods in the store which come from the same animal or crop. For example, we get bread, flour and cereal from wheat. From pigs we get ham, bacon and sausage. The farmer makes his living trading his products for money.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	4. As a group, read and discuss "Meat from Ranches and Farms." Emphasize that the farmer must take care of his animals by feeding them and giving them shelter. He is responsible for the animals. 5. Make a bulletin board of pictures. Under the pictures of animals and crops, have the children place pictures of specific foods such as:  6. Watch TV noon farm news in class. Re-emphasize that the farmer sells animals and crops for money. The farmer is a businessman.	"Meat from Ranches and Farms," pp. 53-58, Communities at Work, Heath & Co.	

LESSON 7.

SCOPE OF LESSON:

1. To review previous lessons on park facilities related to the rules and regulations of their use.
2. To teach the group a new game appropriate for the out-of-doors (i.e., soccer).
3. To emphasize the need for observing the rules, sharing with others and other positive social habits conducive to successful group ventures.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To demonstrate the basic skills of a new game as evaluated by the teacher (i.e., soccer). 2. To demonstrate good social habits by displaying a sense of fairness, cooperation, and the ability to abide by the rules when playing a class game.	1. Review experience chart on parks (11), discussing that you can play games with other children in the parks. 2. Discuss what can be done in the parks. As a guide, look at the brochures from the park board. Guidelines are set down regarding park rules about bikes, equipment, rest rooms and so forth. 3. Using the Gym teacher as a resource person, have the class learn a new game which could be used on the class picnic. An appropriate game might be soccer. For this part of the period the class will go outside on the playground. 4. Discuss reason for rules in games, for example, "Why do they say you should not push another player down in soccer?" 5. Have the students perform impromptu dramatizations of various social problems common to their experiences. Examples of situations might be: (a) A boy and his girl friend are in line at a popular movie and another couple crowds in.	Park Board brochures Gym teacher--resource person A New Hometown Heath Co., 1965, p. 5. Map of the Park for class picnic.	Playing in the Park On our picnic we will play the new game our gym teacher taught us. We call this game soccer. Like most games, soccer has rules that make it safer and more fun to play. Rules must be followed to make sure that everyone is treated fairly and that no one gets hurt.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	(b) Nine of the class members (a baseball club) must decide positions and batting orders. (c) Have several of the students portray the family problem of a rushed morning with only one bath. Use other situations if more appropriate for the specific children in question. Follow the dramatization with the discussion of good and poor solutions to the problems. Solicit suggestions as to ways of handling these problems more effectively, emphasizing the necessity of having rules for everyone to follow.		

LESSON 8.

SCOPE OF LESSON:
1. To review community recreation facilities.
2. To examine health rules and safety practices appropriate to using park facilities.
3. To allow the class an opportunity to choose a site for a class picnic utilizing the preceding information.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To demonstrate an awareness of community facilities by being able to list at least five when asked.	Review the experience chart on cities. Discuss the state and local parks which are readily accessible from our community. Have the children name any parks which they have visited. Have picture post cards of local parks for visual reinforcement. List the services that are available during the summer at the parks: 1. Supervised play	Experience chart brochures from the park commission. Picture	Iowa Parks We saw pictures of many parks near our school and homes.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
2. To be able to list health and safety rules associated with public parks. (The criteria for evaluation is left to the individual teacher) 3. To participate in a discussion related to a class picnic by making at least one contribution. 4. To be able to cooperatively choose a site for a class picnic.	2. Arts and crafts 3. Games 4. Hikes 5. Swimming lessons Read brochures from the park commission. Consider and discuss the facilities in the park and their use and misuse. Discuss the water fountains, restrooms, play equipment. Emphasize that if someone is injured, you can call a doctor from the park office. Also refer to the problem of litter in the parks and using trash can to dispose of papers and garbage. Initiate the idea of the class picnic. Choose a park where the class can go for the picnic. Write today's experience chart. Vocabulary: park, trash, barrel, garbage	post cards of local parks	Parks have rest rooms and water fountains. If someone is hurt you can call a doctor from a park office. There are places for picnics in the park, too. Paper and garbage should be thrown in trash barrels. We are not litter bugs! Our class is going to go on a picnic in the park.

LESSON 9.

SCOPE OF LESSON:

1. To allow the class to independently prepare for a picnic as an opportunity to work cooperatively in small groups.

2. To review previous concepts related to food, rules, play, etc.

3. To encourage the class to take responsibility for the total picnic activities.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To prepare for a class picnic by: a) Preparing the menu. b) Purchasing the food. c) Listing proper behavior to be followed. d) Tracing the best route to the park (on a local map). e) Arranging for bus transportation by phone.	(This lesson may extend for longer than one period or one day. Since it is an important culminating activity that may be used to evaluate the specific skills taught throughout the unit, it should be carefully planned and executed.) 1. Review lessons on places of interest, Iowa foods and modes of transportation. 2. Divide the class into committees with each having responsibility for one facet of the trip: a) Committee to prepare menu--Discuss with the class for ideas and review of previous learnings. b) Committee to purchase food-- 1) determine quantity. 2) determine cost. 3) shop for bargains.	Experience Chart 11-13 Iowa Map Map of Park Food Money Bus Schedules Grocery List Parents and Automobiles Experience Charts	<u>Our Picnic</u> Today we explored one of Iowa's parks. We prepared for the outing by buying the food, planning the route, arranging for transportation, and taking proper clothing. At the park the boys helped set up the food while the girls prepared it. We played a new game we learned and followed the rules. Everyone was treated

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
f) listing proper clothing	4) have parent transport committee to grocery.		fairly and had a good time.
2. To demonstrate social competency in committee work by active participation in the activities (as judged by the teacher).	c) Committee to plan the travel route -- 1) consider places of interest on the way. 2) consider time element. 3) consider the type of transportation and relative cost. d) Committee to arrange for transportation -- 1) determine number of students. 2) call bus depot for a cost estimate. 3) make out a travel time schedule.		
3. To demonstrate the ability to complete a class task by conducting the picnic as the practical evaluation of the concepts learned.	3. Each committee will conduct discussion with the total class so that all are kept informed of the others' progress and in order to receive suggestions. 4. Review the experience chart regarding the rules to be followed on a picnic or outing and outlining the game rules to be followed. 5. Make a list on the blackboard of the clothing and other items needed for the picnic: a) sneakers b) jeans (girls' and boys')		

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	c) game equipment d) bus fare e) food, paper plates, and plastic utensils 6. Have school bus transport children to the local bus depot. Purchase tickets to site of the picnic. (Should be near a bus route). 7. Locate a desirable area in the park and have the boys carry the food to area of preparation. 8. Girls will prepare the food as decided on the menu. For example: Hot dogs Baked beans Pickles Potato chips or salad Milk or soda pop 9. Each child will demonstrate manners by using napkins and being courteous in line. After eating, boys will provide containers for litter. 10. After eating, the children will be encouraged to choose sides and play the game they learned in a previous lesson (soccer, etc.). Other games also might be played such as baseball, volleyball, etc. 11. Leave picnic area in time to make bus connections. If the children are not too tired, culminate the day's activities by writing an experience chart in the class at day's end.		

LESSON 10.

SCOPE OF LESSON:

1. To develop an awareness of the relationship of health and the different seasons.

2. To develop an understanding of the conditions associated with the different seasons in Iowa.

3. To emphasize the need to vary one's clothing depending on the weather and climatic conditions.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To be able to verbalize the different health needs for the different seasons and weather conditions in Iowa. 2. To be able to list at least four characteristics of each of the four seasons in Iowa. 3. To demonstrate an awareness of the relationship of clothing needs to weather conditions by matching various articles of clothing with appropriate weather conditions.	Review experience chart on workers in Iowa. Prepare the students for the movie on seasons by eliciting discussion on health concerns related to different seasons: 1. Changing seasons sometimes produce colds. 2. We need furnaces or stoves to heat our homes in winter. 3. Summers are so warm that many places have air conditioning. 4. Overexposure to cold can produce sore or frostbitten fingers and ears. 5. Overexposure to sun may produce illness. 6. We must wear suitable clothes for the different seasons. View movie: "The Seasons of the Year"	Tape recorder Film: "The Seasons of Year" Color. Coronet, 11 min. Television Old catalogues	Iowa's Weather In Iowa the weather is sometimes hot and sometimes cold. In the cold winter we need warm clothes and boots. In the wet spring we need raincoats and boots. In the fall we wear jackets and sweaters. In the hot summer we keep cool without coats.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	Discuss and identify characteristics of the different seasons. Tape record the children's comments. After each season has been discussed replay the tape recording and stop at each descriptive adjective relating to the temperature or climate of the season. List these adjectives on the blackboard. Discuss the clothing needs as related to the different weather conditions. Using several used catalogues, have the children find examples of clothing appropriate for different seasons. Using a teacher-made worksheet have the children match catalogue pictures of clothing to different recreational and occupational activities: Example: Picture — Clothing Skiing — Ski jacket and cap and boots Swimming — Swim suit Gardening — Lightweight clothing Farming — Heavy duty clothing Fishing (spring) — Boots, rain gear Watch the television weather news noting the Iowa map and emphasis on the fact that the weatherman is predicting the weather for tomorrow. From what it will be we could guess what type of clothing would be needed. Write today's experience chart. Vocabulary: Weatherman, seasons		On the T.V. news they tell the weather for tomorrow.

LIFE EXPERIENCE STARTER UNIT

TEEN DATING

ADVANCED LEVEL

UNIT TOPIC: TEEN DATING

I. RATIONALE

At the secondary level, teens enter a new, adult-like stage in their interpersonal relationships. The all-encompassing changes of adolescence propel them toward a new attraction for and with the opposite sex. As a result of their normal interests in the changes within themselves, most of these students will date and some will initiate their adult sex life. Eventually, dating may be a preparation for a lasting relationship and a responsible adult role as husband-father or wife-mother. Because dating requires adequate skill in communication, social competencies, and leisure time activities, and fosters self-confidence and independence, a unit at this time would be valuable. This unit can serve as a transition into more comprehensive units on sex education, marriage, prenatal care, child care, and home management.

II. SUB-UNITS

A. Friendships

B. Telephoning

C. Leisure time activities

D. Personal grooming

E. Clothing selection

F. Courtesy

G. Transportation

H. Part-time jobs and occupations

I. Personal budgets

J. Sex education

K. Health

L. Safety

M. Legal obligations

N. Marriage preparation

III. GENERAL OBJECTIVES

A. To help the student develop self-confidence and security in meeting people and building friendships, through a knowledge of social skills and pleasing personality characteristics at a basic level.

1. Qualities of a pleasing personality
2. Introductions and appropriate conversation
3. Telephoning skills
4. Appropriate dress and grooming
5. Courtesy and manners specific to dating
6. Knowledge of transportation facilities
7. Purposes of dating

B. To help the student explore and become aware of appropriate leisure time activities and recreational areas for dating.

1. Dances
2. Movies
3. Sports
4. Parties
5. Outings
6. Hobbies
7. Home
8. Community

C. To help the student explore ways of financing dating expenses and accounting for them in his budget.

1. Part-time jobs
2. Allowances and gifts
3. Cost of dating
4. Weekly budget

D. To help the student understand the implications of promiscuous behavior in the dating relationship.

1. Health
2. Social
3. Legal

IV. CORE AREA ACTIVITIES

A. Arithmetic Activities

1. Compute the costs of various types of dates.
2. Make a weekly personal budget having dating as a category of expenditures.
3. List the amount of money needed for different recreational activities such as bowling, pool, swimming, etc.
4. Read transportation schedules and determine distances from town to town on road maps.
5. Compute amounts and prices of refreshments for group--doughnuts, soda pop, milk shakes, etc.
6. Pay the bill at a malt shop; figure tip and correct change.
7. Figure the approximate cost of having a baby--doctor and hospital bills, new clothing and baby equipment.
8. Figure the support cost for a child.

B. Social Competency Activities

1. List the responsibilities and desired personal traits for successfully maintaining a

part time job.

2. Construct a bulletin board illustrating personality traits that are desirable for boys and girls to possess on dates.
3. Present various problem dating situations and have the students role-play what they consider to be controlled and mature solutions. Discuss the appropriateness of the solutions.
4. List appropriate behavior to be followed when on dates and in recreational places.
5. Have the boys order from a menu for a girl and themselves--first seat the girl, then be seated.
6. Using a worksheet, match appropriate clothing with a variety of social situations encountered on dates, (picnics, dance, bowling, church, etc.).
7. List the dating courtesies to be followed by both girls and boys on dates. (Proper way of asking for a date, polite acceptance or refusal, don't honk horn for a girl, meet parents, open car door, etc.).
8. Construct a bulletin board depicting a comparison of activities engaged in by wholesome kids and those engaged in by delinquents. Discuss the influence of bad company on a member of the gang.
9. Telephone a local restaurant to obtain reservations.
10. Practice setting tables and utilizing proper table manners during a tea given by the girls in their home economics class.

11. Report on various aspects of alcoholism and drinking. Present newspaper or magazine pictures and articles depicting some results of teenage drinking. Emphasize moderation and maturity in drinking behavior.

12. Discuss and list men's and women's grooming products and their importance in successful dating experience (deodorant, hairspray, perfume, after shave, hair preparations, shoe polish, etc.).

13. Have a beauty specialist and a barber speak to the class on the judicial use of the above products. If possible, plan a demonstration of the before and after type dramatizing the tremendous differences between good and poor hair care and styling. For the girls have the effective use of cosmetics demonstrated.

C. <u>Communicative Skills Activities</u>

1. Role play various types of introductions--all boys, all girls, mixed introductions.

2. Use the telephone to make dates, and dating arrangements. Practice these skills by role playing in the class.

3. Write the meanings and descriptions of common menu entries, i.e., hot beef sandwich, club sandwiches, ham on rye, hot fudge sundae, banana split, sirloin cut, a la carte, etc.

4. Read and check the bill received at a restaurant; understanding the price entries, taxes, etc.

5. Use the telephone book to locate dating activities--read movie schedules, T.V. guide, etc.

6. Read important signs in recreation areas, i.e., No Smoking, Keep Off the Grass, Do Not Feed the Animals, Danger, Wet Paint, No Beverages Beyond This Point, Do Not Litter, Restrooms, etc.
7. Writing and composing experience charts summarizing the lessons.
8. Practice making courteous complaints in various situations, i.e., poor or discourteous restaurant service, food not cooked properly, dirty silverware, wrong order, etc.
9. Verbalize and discuss the need to express love and affection as normal and necessary. Expressing affection takes many forms, not always physical. List ways of expressing affection for a friend of the same sex, parents, opposite sex, pets, people in general.
10. Discuss sex as the ultimate expression of love between husband and wife.
11. Read advertisements to find various items, i.e., cars, boats, bicycles, stereo sets, etc., that might be related to dating activities.
12. Read labels on cosmetic and grooming preparations.
13. Utilize the school counselor to get help in handling troublesome dating problems.
14. Talk to the family doctor with respect to birth control, pregnancy, sex information and venereal diseases.

D. <u>Safety Activities</u>

1. Construct a bulletin board on driving and cycling safety.

2. What are some safe recreational activities? List them on the board. What makes them safe or unsafe?

3. What are hazardous activities that can result from poor company and gang influence, i.e., game of chicken, swimming at night, speeding, etc.?

4. Present reports on the dangers of excessive drinking or drug use. (Impairs perception, judgment, motor abilities, etc.).

E. Health Activities

1. Have the school nurse address the class on the importance of recreation and relaxation.

2. List crisis situations that might lead to disturbed mental health, i.e., divorce, infidelity, financial difficulties, death in family, etc.

3. Show slides on venereal disease--Have a doctor narrate and discuss the care and prevention, aspects.

4. Determine the alternatives available in the local areas for receiving medical help.

5. Construct a chart listing the available health services in the local area.

6. Have the dietitian or nurse speak on nutrition, diet, and related problems such as pimples, overweight, malnutrition, etc.

7. Show film on various skin disorders and care - i.e., acne, pimples.

F. Vocational Activities

1. Find and work at part time jobs at school and in the neighborhood.

2. Practice proper courteous behavior in making and breaking appointments.

3. Practice punctuality in picking up and returning date to her home.

4. Demonstrate a knowledge of appropriate dress for casual and formal occasions by dressing accordingly.

V. RESOURCE MATERIAL

Movies, filmstrips, and slides

Experience charts

Bulletin boards

Field trips

Fiction and text books

Old magazines

Grooming preparation samples

Tape recorder and tapes

Newspaper

Telephone book and sample bills

City map and bus schedules

4-H personal budget books

Theater tickets

Chamber of Commerce folder

Telephone set-up

Party refreshment bulletins

Restaurant bills and menus

Play money

Films

J-C Date Etiquette U-3332

J-H Dating: Do's and Dont's U-2890

J-H High School Prom U-4733

J-C Let's Dance U-5232

J-C What Makes a Good Party U-3125

J-C What To Do On a Date U-3331

I-H Going Steady U-3377

E-J How Friendly Are You U-3330

H-C How to Say No U-3336

J-C Junior Prom U-2431

Films (Cont.)

H-C Marriage Today U-2976

J-H The Human Body--Reproductive System U-5072

I-H Reproduction in Animals U-4756

I-H The Dangerous Stranger U-3008

J-C Drug Addiction U-3262

J-C Story of a Drug Addict U-326[illegible]

I-H Good Table Manners U-3333

P-C Parties Are Fun U-2995

J-C Shy Guy U-2388

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Alcohol

"Friendly Enemy"
"The Brain is the Reason"
"Liquid Lore"
"Fact or Fancy"
"Kid Brother"
"Behind the Skyscraper"

Drugs

"Assassin of Youth"
"Someone is Watching"

Sex Education

"Before a Baby's Birth"
"As Boys Grow"
"Being Sensible About Sex"
"Feeling All Right" (Syphilis)
"The Invaders"
"Birthright"

Driving

"Personality of the Driver"
"Coffins on Wheels"
"Drinking and Driving"
"None for the Road"
"The Cyclist and the Driver"

Grooming

"Help Yourself to a Smile"
"The Human Skin"
"The Beauty Habit"
"Matter of Choice"
"Facts about Figures"
"Body Care and Grooming"
"Hair Care"
"Personal Health for Girls"
"Personal Hygiene for Boys"
"Your County Health Department"
"Food for Thought"
"Clothes and You"
"Managing Your Clothing Dollar"
"The Personal You"

Wexler Films, Inc., Los Angeles, California

"Girl to Woman"
"Boy to Man"

Books

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Books (Cont.)

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Podiar, Simon, Venereal Disease, Man Against a Plague, Fearon Publishing Co., California, 1966.

Popenoe, Paul, Who Should Not Marry, American Institute of Family Relations, 5287 Sunset Blvd., Los Angeles, California.

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SRA Senior Guidance Series, Science Research Associates, Inc., 259 Erie St., Chicago, Ill.

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Wilson, Charles, Health and Happiness, Bobbs Merrill Co., New York, 1965.

Fiction that may be read to high-functioning EMR's for reinforcing and understanding the dating situation through recreation.

Cavanna, Betty, Boy Next Door
Headly, Elizabeth, A Date for Diane
Holmes, Marjorie, Love is a Hopscotch Thing
Pohlmann, Illian, Love Can Say No
Sherburne, Zoa, Girl in the Mirror
Summers, James, Girl Trouble
Unger, Judity, Girls

Resource Speakers

School nurse
Doctor
Recreation leader
Representative from telephone company
Social Agency representative
Health department worker
Lawyer
Panel of parents
Sheriff
Traffic officer
Home economics teacher
County Extension worker
Women's and Men's clothing store representatives
Beautician and barber

VI. VOCABULARY

abortion

affection

a la carte

a la mode

alcohol

appearance

area code

au jus

budget

climax

concert

conversation

courtesy

engagement

enjoyment

etiquette

expenses

female

financing

gonorrhea

illegitimate

introductions

intercourse

location

male

menu

museum

necking

paternity suit

personality

petting

pregnancy

quarrel

recreation

refreshments

relationship

reservation

responsibility

schedule

support

syphilis

tab

taxi

tipping

transportation

unwed

venereal disease

welfare

LESSON PLANS

SUGGESTED SEQUENCE FOR LESSON PLANS ON DATING

The following outline may be of use in preparing a comprehensive unit on dating at the senior high level. Since the purposes of the publication are provocative rather than exhaustive, only sample lessons are included. It is left for the teacher to expand and modify the outline as she sees fit.

I. Dating preparation

A. The changing you

1. Growing up physically

2. Growing up emotionally

B. Making the most of you

1. Pleasing personality

2. Appropriate personal appearance

a. Grooming

b. Clothing selection

II. Dating

A. Getting acquainted

1. Introductions and conversation

2. Use of telephone (to make date or arrangements)

B. Where to go, what to do

1. Movies

a. Choosing a show (newspaper)

b. What to wear

c. How to get there

d. Manners involved

e. Cost and payment

2. Dances

3. Sports

4. Outings

5. Hobbies

6. Parties

7. Home

8. Community center

C. Cost of dating

1. Costs of dating, food, transportation, etc.

2. Available income

3. Weekly budget

III. Dating as a preparation for marriage

A. Steady dating

B. Engagement

LESSON #1.

SCOPE OF LESSON: 1. To introduce and promote interest in the Dating unit.

2. To encourage open and frank discussion of dating problems.

3. To provide background information from which to develop the unit.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To be able to demonstrate recognition of puberty changes by listing at least three such changes. 2. To be able to contribute at least once in a discussion related to emotional development and dating.	1. Draw the students' attention to the bulletin board consisting of various "baby pictures" of class members (this would be prepared beforehand). Have the class guess and write down the names of class members who they think matches the various pictures. After a short discussion, place the proper names under each picture. 2. Emphasize and explain that rather drastic changes are natural as one grows from a child to a young adult. Have the class write down three changes they think occur between childhood and adolescence. 3. Introduce the two films as short documentaries on the changes. Prepare the class by having them compare their changes with those presented in the film. 4. After the films, discuss the contents of the film and allow for any questions that might have resulted. Such questions as the following might be considered: (a) Do all people change? At the same rate? (b) Is growing up a part of nature? (c) Peter Pan never wanted to grow up. Do you agree or disagree with him and why? (d) Are high school students different from those in junior high?	Bulletin board materials Baby pictures Films: Girl to Woman, Boy to Man	Growing Up We have changed a lot since we were little. Growing up is good and natural. As we grow, our feelings change as do our bodies. These changes lead to interest in the opposite sex and to a desire to date. We need to learn how to handle these feelings and changes.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	(e) When do these changes occur? (f) Are our bodies all that change as we grow older? (g) Is dating behavior natural for teenagers? Why? (h) What kind of changes lead to the desire to date and to be with the opposite sex? 5. Close the discussion by assuring the students that the dating unit will answer some of their most urgent questions related to physical and emotional changes and how these changes are a part of dating. 6. Summarize the lesson by preparing an experience chart with the class.		

LESSON #2.

SCOPE OF LESSON:

1. To encourage the planning of dates to assure success and to minimize embarrassment.
2. To provide sources of information related to movie dates.
3. To allow for independence in acquiring information about entertainment.
4. To emphasize the necessity for choosing an appropriate movie for a date.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To be able to use the Newspaper and telephone to find information about a local movie: a) What's on b) Where c) When d) How much	1. What facts are necessary to have before planning a movie date? List these on the board. a) What is the name of the movie? b) Where is the theater located? c) When does the movie begin (day and hour)? d) What is the price? 2. Where can such information be located? The class should offer suggestions. Lead the class to the discussion of newspapers and telephones. 3. Give each member of the class a copy of the local newspaper. Under the entertainment section check the movie offerings. Read the title and interpret the pictures presented to get an idea of the content of the movie. Read for the purpose of locating the above information. Caution the students to watch for the caption of "Coming Attractions" to indicate a future movie and "Now Showing" to indicate the current billing. 4. Unanswered questions may be found by calling the theater. The students may use a mock telephone set up to dramatize telephoning the theater. Alternate being the customer and a box office girl or the manager. 5. Many times a movie may have an off color title or advertisement along with the limitation as a movie for adults only. Discuss the girl's feelings related to going to such a movie with a date. Should a boy ask a girl to this type of movie? What would the parental reaction be?	Experience chart Local newspaper (Wed. Thurs., and Fri. preferred) to show the difference between "Coming Attraction" and "Now Showing" to indicate the current billing. Mock telephone set-up from telephone company or commercial source. Telephone book	In order to plan a date, it is a good idea to find out something about the planned activity. If the date includes a movie, we need to know 1. What's on, 2. When 3. Where 4. How much. A good way of finding this information is by consulting the newspaper or calling by telephone. Today we practiced these skills. We also learned that some movies might be embarrassing to attend with a date.

LESSON #3.

SCOPE OF LESSON:

1. To initiate discussion and study of the transportation problems related to dating.

2. To encourage the exercise of judgment in choosing dating locations.

3. To provide the opportunity for figuring dating costs, travel time and other important considerations.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. Given a hypothetical or actual theatre location, the student can suggest appropriate modes of transportation by consulting route maps and bus schedules. 2. To be able to plan and compute the cost of the date.	1. Class locates the school as a base point on a local map and traces the route to the selected movie house. 2. With this map as a reference, discuss various modes of getting to the theatre. Use bus schedule to check route, leave and return times. Determine the fare. Call the taxi office and compare prices. Which is most expensive? Figure cost of gas for family car. Could the theatre be reached by bicycle or by walking? List advantages and disadvantages of each mode of travel? 3. Compute the cost of the date so far by adding price of movie for two with the cost of transportation for two. 4. Figure the time needed for getting ready by computing the time consumed in travel and subtracting from the starting time of the movie. 5. Discuss and list possible inexpensive eating places to attend following the movie. Call some of the suggested places to inquire about prices of common foods such as french fries, hamburgers, hot dogs, etc. Figure these costs in as part of the date expenses.	Personal city map with plastic overlay and grease pencil Bus schedule and route map Local paper--Previous experience chart dealing with the newspaper Large clock	We can go on dates to the movie even if we don't have a car by taking the bus, taxi, walking, biking or doubling with a friend. Sometimes we may have something to eat after a movie. We called some cafes to find the prices of food to help plan the cost of the date.

LESSON #4.

SCOPE OF LESSON:

1. To introduce the class to the need for choosing "fashionable" and appropriate dating clothing.

2. To provide the class with opportunities to practice asking for dates and to receive constructive criticism.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To be able to choose appropriate clothing given a social situation and weather conditions. 2. To be able to satisfactorily (as judged by the class) ask for a date in a hypothetical situation (a) in person (b) on the phone The girls would ask the boys for a tolo situation (where girl asks boy).	1. Begin discussion of proper clothing for different social dating situations under varied weather conditions. As a class project, construct a bulletin board illustrating some of the ideas presented. Illustrate the display with pictures from fashion and teen magazines. 2. Ask the girls to write down the information they would like concerning the date. Have the boys write down information they would feel important to give the girl. Compare the two lists and discuss any discrepancies. 3. In a problem-solving situation, the class listens to prepared tapes of conversations between girls and boys on the phone asking for and accepting a date. Each boy has forgotten one important item of information. Have the class listen closely and attempt to determine what the boy should have told the girl. Discuss the consequences of not knowing the information. 4. Students use mock telephones to practice making dates for various occasions.	Magazines: Seventeen, Co-Ed, McCalls, G. Q. Scene, Catalogues: Sears, Wards, Spiegels, Penney's. Have school drama club or speech class volunteers make 4 short tapes depicting the skills of asking for and accepting a date. Mock telephone, telephone book	The girls wear casual skirts and sweaters to the movie. The boys wear pants, shirts, and/or sweaters to the movie. When asking for a date we must tell the girl where we are going, how we will get there, and times of starting and leaving.

LESSONS #5 and 6

SCOPE OF THE LESSONS:

1. To encourage the active participation of the students in a social event.
2. To discuss and present ways that parties can be planned to assure a high level of success.
3. To provide the opportunity for class members to cooperate closely in committee situations.
4. To encourage dating in a socially acceptable setting, under controlled conditions.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
The students, as a class group, will demonstrate their collective ability to plan a party for their class by organizing committies for: 1. decoration 2. entertainment 3. refreshments 4. finances 5. invitations 6. clean-up Each class member shall serve on at	1. Instigate an open discussion on parties and introduce the following topics into this discussion: a. Why parties are fun: b. Why some parties are not successful: c. What can be done to help a "dead" party: d. What the effects of guest behavior at a party are: 2. Suggest a class party. If the reaction is positive, the following topics should be the subject of general discussion and should include the sub-headings of each topic. (Use the overhead projector and the blackboard for listing topics, etc.) a. Determine the kind of party: 1) theme (seasonal, holiday)	Personal experiences Blackboard Committee notebook Overhead projector Budget for party Various party books for ideas, i.e., <u>Unusual Party Ideas and Games</u>	<u>Party Planning</u> Parties are great fun! But they also are a lot of work. We must work together to have a successful party. One good way to get work done is to divide the work between committees. Each committee has the responsibility for carrying out its assigned duties, but we help each other as much as we can.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
least one committee; each committee shall submit, in writing and orally, a report of the progress of their responsibility.	2) masquerade 3) dancing 4) games 5) all boy, girl, or mixed b. Decide who is to be invited: 1) boys, girls, mixed 2) parents 3) teachers 4) other school pupils c. Activities for entertainment: 1) games 2) dancing d. Refreshments served: 1) cake or cookies 2) candy 3) ice cream 4) punch 5) party favors		

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	e. Decorations to be made: 1) seasonal or holiday 2) theme f. How the party will be paid for--finances: 1) materials available at the school g. Invitations to be issued: 1) individual invitations 2) posters (Break the first lesson at this point. Continue the following day). 3. a. Organize committees from among the class members. The teacher should write the functions of the committees on the board and provide sign-up sheets for each committee. Note: It may be necessary for the teacher to mediate this somewhat so that the committees are balanced. b. Each committee should meet in a group and quietly elect a committee chairman and secretary and discuss their responsibility. c. The committee chairmen could form a Party Board for the purpose of reporting the progress of their committees and administering the total function.		

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	d. After the party a class critique, monitored by the Party Board, could discuss the party and make suggestions for improvements for the next party. 4. The class should be encouraged to bring a date to the party. This may be difficult to carry through, but every effort should be made to emphasize the acceptability of group dating in these situations. If bringing dates is premature for the group, efforts should be made to balance the attendance at the party between boys and girls. Games should be devised that will encourage mingling between the sexes in a comfortable and easy fashion. Check the book cited under resources for ideas. 5. Summarize the last two lessons in an experience chart.		

LESSON #7.

SCOPE OF LESSON:

1. To encourage questions dealing with dating, emotions and sex.
2. To reinforce healthy attitudes toward sex and dating.
3. To become aware of the differences in attitudes on dating practices held by members of the class.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To demonstrate an interest in dating behavior by writing three questions to be answered by the teacher or by other students. 2. To be able to communicate current attidudes held concerning certain dating practices by writing a short paper on the topic.	1. Review the lessons dealing with physical and emotional changes occurring in adolescents. Emphasize the normality of these changes and that dating naturally follows these changes. Point out that sexual feelings are at a peak during the early years and they should be controlled or handled in acceptable ways. While dating offers one a means of expressing maturing physical and emotional feelings, there are dangers that should be considered. Emphasize that the purpose of the lesson is to openly discuss and consider such dangers. 2. Stimulate discussion and questions from the class related to "dating dangers" by calling attention to a bulletin board prepared to demonstrate some common dangers. Ask such questions as: a) Is it wrong for boys and girls to feel attracted to one another? b) How may boys and girls handle these attractions in socially accepted ways? c) What do we mean when we talk of maturing?	Film: 1. Beginning to Date 2. How to Say No Bulletin board: Dating Dangers	Dating and You The desire to date is the normal result of maturing physically and emotionally. We need to love and to be loved. Sometimes our feelings are so strong they lead to dangerous situations such as heavy necking, petting and even sexual intercourse. We need to learn to control these feelings and to be considerate of other's feelings.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	d) Why can't we satisfy every desire we have? e) Is sex dirty? Does everyone have sexual feelings? f) Is necking bad? Petting? Premarital intercourse? A full discussion should follow designed to dispel many false beliefs related to sex and dating. Have the students write any questions they might be embarrassed to ask and give to the teacher. These questions may be considered for class discussions or for individual discussion depending on the nature and appropriateness. <u>All questions should be answered</u>, <u>however</u>. 3. Show the two movies related to dating behavior. Discuss the film in light of previous questions. Did the films answer any questions not answered before? 4. Assign the class a short writing task designed to express the attitudes held on necking, petting and premarital intercourse. Encourage frankness, but emphasize the need for good taste. 5. Summarize by completing the experience chart on "Dating and You".		

LESSON #8

SCOPE OF LESSON:

1. To encourage open discussion of the practices of necking, petting, and pre-marital intercourse.

2. To guide the group toward recognition of some undesirable consequences of these practices.

3. To emphasize marriage and children as the desirable and natural fulfillment of these desires.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. Demonstrate the ability to prepare for a film by writing 3 questions pertinent to the topic. 2. To show an interest in the lesson by participating at least twice in the discussions. 3. To demonstrate and practice social solutions to problems by participating in a group problem solving situations, and contributing at least one acceptable solution to proposed problems.	1. Review the previous lessons on physical and emotional development. Explain that often the strong feelings developing in the adolescent lead to desires for long term relationships. Many adolescents therefore begin to "go steady." Have the students write down questions related to going steady. This should prepare the way for the film on the topic. 2. Show film "Going Steady". Collect the questions and use as a basis for discussion on the topic. Place two categories on the blackboard: (1) Advantages, and (2) Disadvantages of steady dating. Some reasons might include: Advantages 1. Fulfills the need for love. 2. Makes one feel more secure. 3. Don't have to worry about dates for the big events. 4. Learn how to get along with the opposite sex before marriage. Disadvantages 1. May lead to confusion between physical attraction and love. 2. May lead to situation when control is difficult. 3. May keep one from meeting others and doing many activities.	Film: "Going Steady" U-3377 Teacher Aid A Social Attitude Approach to Sex Education for the Educable Mentally Retarded Special Education Curriculum Development Center, University of Iowa, Iowa City, Iowa, 52240 Newspaper clippings Blackboard	Going steady may lead to: 1. Necking 2. Petting 3. Sexual intercourse Today we talked of these problems and found them to be important to all of us. We learned some ways to control our feelings and to fulfill them in acceptable ways. These feelings are good because they prepare us to care for a marriage partner and a family.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	4. May interfere with school work or one's job. 5. Could lead to premarital and pregnancy. 3. Prior to class, have prepared a number of social situations similar to those found in Ann Lander's news column. Have the class divide into two groups and prepare solutions to the problems described. Emphasize the need for sound reasons for the solutions. 4. Use these situations and solutions as a source of discussion and ideas related to the problems of necking, petting, and premarital intercourse. Be sure all of these terms are fully understood (obviously such controversial and difficult problems as these need a great deal of tact in presentation. Every effort should be made to encourage serious and frank concern by the students). 5. Emphasize in the discussion that kissing and holding hands are very normal expressions of affection, but that when these behaviors are carried to great lengths over long periods of time, "heavy necking" or prolonged "making out" can arouse very strong physical desires. These desires may completely blot out the original relationship of "mutual affection." The dangers are more pronounced in steady dating, since kissing and necking become so habitual that other outlets for the growing desires may be sought. Often these feelings lead to petting - that is, fondling of one another. However, instead of fulfilling the desires felt, they may even become stronger, sometimes resulting in hurried and thoughtless acts of intercourse. With this information available, in the open, thoughtful discussion might be		

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	encouraged by asking such questions as: 1. How far should a boy and girl go in their physical relationship?" 2. Whose responsibility is it to set the limits of "necking"? 3. How can a girl say no without making her boyfriend mad? 4. Why are sexual feelings so strong - how may they be controlled? 5. Is there really anything wrong with petting and having premarital intercourse? Consider: a) Societal rebuke b) Religious beliefs c) Family conflict d) Peer reputation e) Thrill may mean more than love f) Illegitimate children 6. How are these feelings good? Are they natural? 7. Briefly review the major points - prepare an experience chart if time permits. 8. Ask the class to continue thinking about the ideas discussed and be prepared for further pursuit of the problems.		

LESSON #9

SCOPE OF LESSON: 1. To present marriage as the ultimate end in the fulfillment of love.

2. To present sex as a wholesome and tender expression of love.

3. To emphasize that many traits contribute to a good marriage - not just romance and sex.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To be able to list five desirable traits of a marriage partner. 2. To be able to talk openly about sexual problems related to the teenager's life as demonstrated by at least two contributions to the discussions. 3. To be able to demonstrate a grasp of the concepts of the place of sex and love in their	1. Begin the lesson by asking the class to write a list of the qualities they would like in a husband or wife. List some of these on the blackboard and determine the number that mention sex as an important consideration. 2. Drive home the point that when they are thinking, many qualities aside from physical attraction are mentioned or looked for in a mate (loyalty, kindness, good worker, doesn't drink, etc.) This should help convince the class that emotions and desire can cloud one's mind and affect the way he sees things. Note that many marriages begin in a purely emotional and sexual way. Today we will see a film of one of these marriages and the way it works out. 3. Show the film, "This Charming Couple". This film portrays some typical problems of a couple who confuse romance and physical attraction with love. The sequel to this film is "Marriage Today". They are meant to be shown in succession. This should provide a good frame of reference for a discussion of the implications of the previous lesson on one's future. 4. Review the concepts developed in relation to the future of the students - try to help them gain a perspective of the place of physical and emotional needs in forming the base of a good marriage. Emphasize love as more than physical attraction, consisting of mutual respect, consideration, and a	Films 1. "This Charming Couple" U-2475 2. "Marriage Today" U-2431	We Prepare for Marriage Sexual and physical attractions are not the same as love; they are only a part of love. Love is a mixture of many things: kindness, respect, companionship; and sex is only a way of expressing all these feelings to our mate. These feelings are a part of our preparation for marriage and family responsibilities.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
lives by writing a story judged acceptable by the teacher.	feeling of comradship. 5. As a written assignment - have the students demonstrate their understanding of the lessons on dating, sex, love and marriage by writing a story or a play depicting some aspects of these problems for teenagers.		

LESSON #10

SCOPE OF LESSON:

1. To explore the power of social influences on the individual.
2. To learn important information related to smoking, alcohol, and drugs.
3. To develop skills in handling group influences, and to recognize the need for individuality.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To recognize the good and bad effects of group pressure as evidenced by listing three such effects for each category. 2. To demonstrate some understanding of the problems of alcohol,	1. Arrange a group discussion involving six to eight students. Choose a topic or topics to be discussed. Prior to the discussion, meet privately with all the participants but one and instruct them to take a certain point of view as a team, but not to express this view until the other member has made his views known. The influence of the group may or may not influence the behavior in the direction of the group. If it does, discuss the dynamics of group influences. If it does not, point out that in some cases individuals can resist the group influences, which is a desirable characteristic. 2. Have the class list situations where they have resisted group pressure and those where they have given in. Elicit discussion by asking questions:	<u>Library</u> - reference books of appropriate difficulty level. Resource Speaker(s) a) Social Welfare b) Police Department	Groups have a lot of power over the person. This may be good or bad. Church groups, Boy Scouts and school clubs may be good influences, while neighborhood gangs, delinquents, and irresponsible groups may try to influence people

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
smoking, sex, etc., by reading and writing three questions for discussion. 3. To demonstrate a grasp of the concepts developed by contributing two ideas for a discussion with another class.	1. What makes people go along with the group? 2. What might account for individual resistance to the group? a) Family allegiances b) The person's feeling of right and wrong c) Other groups have stronger influences, church, Boy Scouts, etc. 3. What are three situations when group pressure might be good? 4. When is group pressure bad? 5. How can some gang behavior be explained? 6. What does the term "chicken" mean - how can the word influence your behavior? 3. Present some real experiences related to the effect that group pressure can have on causing teenagers to drink, smoke, pet and even try drugs. (These may be found in newspapers, sociology texts or from the local police station.) 4. Have the class spend a short time browsing over selected books dealing with smoking, alcohol, drugs, and unwed mothers (VD, prostitution, and related subjects may be handled with certain groups). Have them list three questions they have about their reading. 5. Prior to the class, invite a resource person or persons from the social welfare, police department, etc., to speak on the problems mentioned and how group pressure to participate in these activities may be handled. 6. As a culminating experience construct a very thorough experience chart that may be used in planning a guided discussion with another class who may be studying similar problems at a later date. Make arrangement for the class to conduct such a discussion with another class.	c) clergy Experience Chart	to: 1. Drink 2. Smoke 3. Pet 4. Steal These activities are dangerous to the health, emotions, and freedom of the person. We can fight such pressure by choosing proper groups and by avoiding contact with these people.

LIFE EXPERIENCE STARTER UNIT

HOME MAINTENANCE

ADVANCED LEVEL

UNIT TOPIC - HOME MAINTENANCE

INSTRUCTIONAL LEVEL - SENIOR HIGH

I. RATIONALE

Probably the biggest challenge for teachers of the mentally retarded is developing the child into a competent, self-sufficient adult. Characteristically, we expect less from these children in terms of our middle-class notions of success--material possessions, money earned, social competence, and so forth. Except in rare instances, these children do fall down in these respects; therefore, the concepts of thrift, self help, conservation of resources, etc., are of paramount importance for them if they are to live a relaxed life within their means. Certainly one area that offers the opportunity for teaching these concepts is home maintenance and repair. Both boys and girls need to learn basic "fix it" knowledge and preventative maintenance in order to provide a safe and attractive home for their children.

In addition to saving money that might be spent for repairs, there is likely to develop feelings of confidence and self-sufficiency that accompany the achievement of a job well-done. Furthermore, the individual that is rewarded for activities related to the home is more likely to take pride in the home and in his family, leading to a healthy situation.

II. SUB-UNITS

A. Home Business (savings, budgeting, purchasing)

B. Safety in the Home

C. Measurement

D. Basic Tools

E. Hobbies and Leisure Time

F. Laws and Contracts

G. Insurance

H. Neighborhood and Community

I. Home Decorating

J. Citizenship

K. Health at Home

L. Credit

M. Wages and Taxes

N. Newspaper

O. Family Automobile Maintenance

P. Weather and the Home

Q. Clothing

R. Interviews

III. GENERAL OBJECTIVES

A. To develop students into parents and citizens who are economically, socially, and domestically self-sufficient and responsible.

B. To learn the proper use of basic tools and home maintenance procedures.

C. To utilize thrift, budgeting, saving, and wise home business procedures.

D. To develop interests and skills that lead to constructive use of leisure time.

E. To develop a keen awareness of safety and health practices related to the home.

IV. CORE AREA ACTIVITIES

A. Arithmetic Activities

1. Measure room dimensions to determine amount of lineoleum needed.
2. Use the calendar for determining date due for bills, ordering fuel, etc.
3. Take field trips to different stores to determine and compare costs of tools and materials for home maintenance.
4. Complete seatwork designed to give practice in banking procedures related to home care expenditures.

IV. VOCABULARY

hammer
saw
plane
square
measuring tools
chisel
rasp
sander
drill
pliers
coping saw
jig saw
hacksaw
steel wool
stem assembly
drain trap
washer
siphon
valve
cubic feet

packing
solder
faucet
fuse
meter
outlet
socket
bulbs
watts
frayed
amps
insulation
wiring
electrician
contact
current
electricity
lightning
plug-in
rip

blueprint
crosscut
finished stock
rough stock
cement
lumber
shingles
asphalt
prepare
45° angle
90° angle
paneling
grain
kerf
wood filler
turpentine
shellac
finish
plaster
putty

sealer
stain
varnish
bristles
linoleum
tile
wallpaper
joint
accurate
selvage
bias
bobbin
baste
hem
pattern
fit
denim
seam
fabric
thread

silk
burlap
wool
cotton
prevention
first aid
caution
substance
DDT
vomit
poison
antidote
puncture
wound
bandage
sterile
flammable
artificial respiration
gauze

Vocabulary (Cont.)

abrasion
fracture
splint
infection
blister
sprain
fever
rash
credit
tax
interest
account
budget
income
bargain
record
installment
payment
contract

check
stub
passbook
loan
savings
charge
deposit
withdrawal
money order
wages
expenses
withholding
social security
cancelled
advertising
underwriter
insurance
policy
claim

liability
medical insurance
economical

5. List the kinds of home projects that might require saving money to complete.
6. Visit bank to learn how a savings account may be opened and how money may earn interest. Compute simple interest problems related to the unit.
7. Keep a record of a hypothetical job with emphasis on expenses and determine possible amounts available for home projects.
8. Figure roughly the amount of charges for a home loan (1) from a bank, and (2) from a finance company. Discuss which is wisest.
9. Prepare a budget for a given income for the purpose of home care planning.
10. Figure costs of completed projects--board feet, etc.
11. Measure lumber to be used in various projects.

B. Social Competency Activities

1. Through role playing techniques practice conversing in neighborhood types of situations.
2. Practice making introductions by role playing and by introducing resource speakers.
3. Improve social skills by asking for cost estimates for certain projects; asking for help when unable to continue with a task.
4. Practice cooperation by helping initiate and carry through such home projects as
   (a) painting a room
   (b) repair steps or roof
   (c) plant flowers and groom lawn
   (d) construct a yard fence
5. Use leisure time constructively by cultivating a hobby or sport in which mastery is emphasized.

C. Communication Skills Activities

1. Use telephone to order materials and obtain information related to home maintenance.
2. Prepare lists of needed materials for all projects.
3. Write letters of inquiry to businesses concerning prices, free materials, home plans, etc.
4. Read blueprints of simple home projects.
5. Scan home magazines for ideas related to home decoration and care.
6. Prepare an oral report on some aspects of home repair.
7. Tape oral deliveries and evaluate in terms of improving the quality of communication.

D. Health Activities

1. Read for information about proper room temperature and ventilation; relate to the care of young children.
2. Watch and discuss films on home dangers, poisons, fire prevention, etc.
3. Prepare bulletin board that shows damage to the home caused by weather. List ways to prevent the damage.
4. Practice first aid techniques related to possible home accidents. Use members of class for demonstration purposes.
5. Prepare a first aid kit to be used around the home.
6. Practice the use of garbage cans in disposing of waste food and refuse. List dangers related to leaving food exposed.

7. Label gasoline cans, poisons; emphasize proper storage.

E. Safety Activities

1. Demonstrate the proper use of hand tools; practice under supervision.
2. Practice climbing a ladder, standing on boxes, using stair railings, etc.
3. Prepare bulletin board about fire prevention. Have firemen expound on causes of home fires.
4. List safety rules to be followed when using lawn tools such as mower, shovel, hand sickle, etc.
5. List and practice proper floor care to prevent slipping.
6. Practice proper safety procedures in using basic tools on the job.
7. Pick out dangerous wiring conditions from samples provided.

F. Vocational Activities

1. Practice effective use of hand tools under supervision and independently.
2. Sew curtains, cover chairs, and repair tears in clothing.
3. Explore occupations relevant to the building trade. Field trips to local businesses (roofing company, lumber company, upholstery shop, tailor shop, etc.)
4. Practice basic construction skills of framing a wall, simple wiring, and finish work.
5. Complete various kinds of job application forms as seatwork.
6. Reports on occupations, the skills needed, and how these relate to skills already possessed by the class or currently being learned.
7. Survey of job opportunities related to construction and remodeling in the community.

8. Use the newspaper "Help Wanted" section as a way of finding available jobs.

9. Practice the proper care of machines and tools:

   a. cleaning b. keeping them in order c. using properly

V. RESOURCE MATERIALS

A. Commercially prepared texts and supplementary materials:

1. Things for Boys and Girls to Make. Harper and Bros., N. Y., N. Y., 1954.
2. Lets Make More Things. Alfred A. Knopf, New York, 1943.
3. General Shop Woodworking. McKnight Publishing Co., Bloomington, Ill., 1963.
4. Home Furniture Builder. Wm. H. Wise and Co., Inc., New York, 1957.
5. Building Our Communities. Charles Scribner's Sons, New York
6. Teenagers Prepare for Work I and II. Carson, Castro Valley, Calif.
7. New Rochester Occupational Reading Series. S. R. A., Chicago, Ill., 1963.
8. Turner-Livingston Reading Series. Follett Publishing Co., Chicago, Ill., 1962.
   a. The Money You Spend
   b. The Family You Belong To
   c. The Town You Live In
   d. The Jobs You Get
   e. The Friends You Make
9. Money Makes Sense. Kahn and Hanna, Fearson Publishers, San Francisco, Calif.
10. Experiences in Wood and Related Materials for Special Classes. R. W. Parkinson and Associates, Champaign, Ill.
11. Clothing Construction Programs. Hartley, R. W. Parkinson and Associates, Champaign, Illinois.

12. Target Mathematics Series. Mafex Associates, Inc., Johnstown, Pa.

13. Building a Strong Body. Venture Media, Hollister, Calif.

14. Everyday Business. Lawson, Gary, Cal-Centro Press: Sacramento, Calif., 1964.

B. Other Resources:

Credit Application forms

Budget planning sheets

Income and Taxes worksheets

Checks and banking supplies

Stationery and Envelopes

Newspapers

Telephone and directory

Pamphlets and free material

Copies of city ordinances and laws

Used magazines (Mechanic's Illustrated, Home and Garden, etc.)

Bulletin board and poster materials

Art supplies

Camera and film (slides)

Sewing machine

Upholstery and fabrics for sewing

Work aprons

Paint, brushes and supplies

Wallpaper, paste, etc.

Flooring and roofing supplies

Home cleaning supplies

Tools (miscellaneous)

Lumber (varied stock)

Blueprints of projects

Equipped workshop

Old furniture

Demonstration automobile

First aid supplies

Demonstration medicine chest

Speakers
- (a) Carpenter
- (b) Small appliance repairman
- (c) Insurance salesman
- (d) School nurse
- (e) Lumberman
- (f) Fireman

Slide and movie projectors

Overhead projector

Film and filmstrips

LESSON #1

SCOPE OF LESSON:

1. Introduce and define the unit topic, Home Maintenance.

2. Emphasize the concept that home maintenance and care are necessary steps to safe, comfortable, and considerate living.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To be able to use a film presentation as a basis for class discussion by contributing at least one idea or opinion after viewing the film. 2. To be able to write a list of needed repairs and safety hazards observed on a field trip to an old vacant house. 3. To be able to converse with people who live near the vacant house and relate how they express their feelings about the house.	1. The film depicting families improving their homes and surroundings is shown. 2. Discuss the ideas presented in the film, enlarging upon possible related activities that might be considered under the title of home maintenance and care: (a) keeping a budget, allowing money for needed repairs. (b) wise business practices--bargain shopping. (c) knowledge and use of basic tools. (d) need for tool subjects in everyday life. (e) community and neighborhood responsibilities in keeping an attractive and safe home. (f) insurance and its role in the care of the home. (g) need for the ability to communicate effectively when applying for loans, etc. (h) health and how affected by home practices.	Film: "Problems of Housing"	Soon we will begin to set up housekeeping as fathers and mothers. The way we plan and care for our homes affects our family. Not only are people judged by the appearance of their homes, but also, a safe well-maintained home is necessary for comfortable living. A home should be clean, neat, safe and healthy for the family.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
4. To be able to contribute to a planning session by verbally describing at least one skill or point of information necessary for adequate home maintenance and care	(i) laws that apply to home owners and tenants. (j) weather and its effect on the home. (Lesson might break here if block of time is not available) 3. Take field trip to an old vacant house in need of maintenance. Have students record every needed repair and safety hazard seen. Point out the effect of the overall appearance and how it contributes (or detracts) from the neighborhood. Have the students make impromptu visits to people who live near the vacant house. Ask how they feel about the house, what they think about it, etc. 4. Culminate the lesson by sharing the information gained and by making future plans for the pursuit of the skills and knowledge required for the unit. 5. Vocabulary: maintenance, budget, loans, hazard.	Field trip-old vacant house in need of many repairs. Bulletin board Art materials	

LESSON #2

SCOPE OF LESSON:

1. Emphasize safety rules that are relevant to electrical equipment and simple electrical repairs.

2. Demonstrate basic techniques of electrical repairs and provide students an opportunity to practice them.

3. Present situations which would necessitate securing the services of a professional electrician.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To be able to contribute verbally to the formulation of a list of safety rules to observe around electrical equipment after having seen a film. 2. To be able to assist the teacher as directed in the demonstration of basic electrical repair techniques. 3. To be able to successfully install and/or replace the following electrical items:	1. Discuss the film and formulate some safety rules to observe around electrical equipment. Write the rules on strips of paper and place with the appropriate pictures on the bulletin board. Relate these rules to other safety practices previously learned with regard to fire prevention, shop safety, tool safety, etc. 2. Demonstrate basic techniques of electrical repair, using the students as helpers. Take apart the various electrical items pointing out the function of each, their similarities and differences. 3. Demonstrate the following procedures and allow time for class practice. (a) thread wire through the hole in the plug or socket. (b) separate the two wires and tie an underwriter's knot to relieve the strain on the connections. (c) bare the wires approximately 3/8" from end.	Film: "Electrical Safety in the Home" Bulletin Board: Cartoon characters depicting what happens when the following rules are not observed: 1. Shut off current before beginning repairs. 2. Replace blown fuses with the	Electrical repairs are sometimes dangerous but by observing some rules of safety, the simple ones can be done by the home handy man. We have learned to repair: 1. switches 2. outlets 3. appliance plugs 4. sockets 5. replace fuses These repairs add to the safety and comfort of our homes.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
line switch light socket appliance plugs wall switches wall outlet fuses 4. To be able to find the name, address, and phone number of a professional electrician by using the yellow pages in a telephone directory. 5. To be able to copy a list of safety rules.	(d) twist wire around poles in the direction that screw turns. Make sure bare wires never touch each other. (e) splice wires by twisting together, soldering and taping with insulation tape for safety. 4. It is well to discourage more complicated electrical repairs. Explain that building codes sometimes require a trained electrician to do basic wiring. 5. Discuss how electricians can be contacted in emergencies by using the phone directory. Also, the student should recognize the symptoms that dictate the need of a special service man. 6. Seatwork: Write down the list of safety rules for personal reference. 7. Vocabulary: solder, soldering iron, acid core, rosin core, insulation, contact, electrician, underwriter, ampere, current.	same ampere ratings; never place pennies or foil behind dead fuses. An assortment of switches and other items: pliers screwdrivers soldering iron pocket knife rosin-core solder insulation tape Telephone directory	

LESSON #3

SCOPE OF LESSON:

1. Create an awareness of fire prevention measures in the home.
2. Provide a demonstration of first aid measures for accidental burns.
3. Structure a class activity for purposes of summarization and review.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To be able to demonstrate knowledge of fire hazards and care of burns by: (a) Listing five potential fire hazards that might be found in the home. (b) In a role playing situation prepare and apply proper dressings for burns to a fellow student. 2. To be able to contribute to the development of a bulletin	1. Show film. Have students write down questions concerning fire prevention. 2. Introduce the local fireman who speaks on fire hazards and prevention measures. 3. The students ask questions related to fire prevenion. They might ask such things of the fireman as: (a) How should gasoline be stored at home? (b) Do fire extinguishers cost a lot of money? (c) What is the quickest way to call a fireman? (d) What can I do to prevent home fires? 4. Introduce the school nurse and have her demonstrate ways of dressing various kinds of burns, using a class member as the "victim." The demonstration is followed by the students practicing the techniques on each other under the supervision of the school nurse. 5. Tie the lesson together by discussing the relationship between this lesson and other	Film: "Fire Prevention" (in the home) U-3229 Resource speakers: fireman school nurse Demonstration: bandages and medication Bulletin board materials	Accidental fires in the home cause many deaths and injuries. Many of these fires could have been prevented by a little care. We have learned ways of preventing these accidents from the fireman. We have also learned to care for accidental burns from the school nurse. We can use what we have learned to make our home and family safer.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
board by: (a) Offering at least one suggestion during a class discussion about the points to be included on the board. (b) Writing appropriate phrases and headings on tagboard to be displayed.	facets of the unit--Insurance, First Aid, community responsibility, etc. Lead the class to prepare a bulletin board summarizing the important points of the lesson. Review the field trip to the old house and again list the hazards that were noticed. 6. Vocabulary: prevention, flammable, sterile, shock, blister, infection		

LESSON #4

SCOPE OF LESSON:

1. Present an example of a home repair that can save money.

2. Demonstrate procedures for repairing leaky water faucets.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To be able to repair leaky faucets, given a non-functioning model.	1. Show the film illustrating the pipes in a home. Discuss the importance of water as a necessity for life and how it may affect various aspects of family life such as health, cleaning, cooking, etc.	Film: "Pipes in the House"	We have learned to make many repairs in the home. One important repair is the leaky faucet. It prevents waste and saves money.
	2. Present a local water bill and explain the way charges are made. Move into specific day's lesson by stressing that water wasted through leaky faucets can boost the bill by a considerable amount. (One could also touch on conservation of resources at this time). Explain that it is an easy and economical job to repair and replace leaky faucets. Give each student a faucet to disassemble and repair.	Opaque projector for projecting water bill.	There are many kinds of faucets, but they are much alike in their make-up. Therefore, knowing how to repair one kind also allows us to repair others.
	3. Demonstrate the following steps before the student begins the project.	Demonstration sink and enough faucets for each student	
	(a) Turn off the main supply--located usually near the meter.		
	(b) Protect the chrome finish by wrapping nut with adhesive tape. (Do not remove handle screw.)	Adhesive tape	
	(c) Loosen the packing nut--lift out stem assembly. Washer is at the end of the stem held by a screw.	Screwdriver	

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	(d) Remove screw and old washer. (If screw head is damaged, cut a new slot with a hacksaw.) (e) Replace stem packing if water leaks around the handle. To do this, take out handle screw. Pry out packing and replace. (f) In an emergency, cotton string may be used for packing. (g) Replace washer, flat side down, making sure correct size is used. (h) Clean valve seat and replace stem. 4. The students now repair their own sample faucets under supervision. 5. Vocabulary: delinquent, cubic feet, meter, stem assembly, economical, washer, valve, packing.	Pipe wrench Assorted washers Packing material Old rag for cleaning	

LESSON #5

SCOPE OF LESSON:

1. Acquaint students with different types of hand saws and techniques for using them efficiently.

2. Stress the vocational implications of development of skills in this area.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To be able to measure and mark a line for sawing accurately to 1/8". 2. To be able to use hand saws properly as judged by the teacher.	1. Explain and demonstrate the uses of the various saws. Review measurement skills and give any remedial help needed in the use of a square in marking a straight line for cutting. 2. Have students work in pairs. Measure a scrap piece of lumber and mark off a pre-determined length to be removed (each pair of students measures and cuts his own board). 3. Before students begin sawing, point out some useful clues and aids: (a) Start by using the thumb knuckle to guide blade. Begin by drawing saw toward chest several times. (b) Hold crosscut saw at 45° angle and the tip saw at 60° angle. (c) To maintain square cuts, check blade often with square. (d) To prevent binding, nail can be inserted in the kerf to keep open. (e) To prevent cutting the table or bench, allow plenty of clearance. Give individual help	Handsaws (cross-cut, rip, coping, keyhole, hack saw.) Scrap lumber Measuring rules Combination squares Nails Work benches or saw horses	Almost every home maintenance project requires some use of basic tools. One of the most useful tools is the saw. There are many kinds of saws. The most common ones are the crosscut saw, rip saw, coping saw, hacksaw, and keyhole saw. Each of these are used for different jobs. Can you name these jobs? Before sawing, one must first measure and mark the lumber

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	where needed. Once students have demonstrated mastery, encourage them to help the others. Cooperation is a valuable asset. 4. Cover as many kinds of saws and techniques as time permits. However, each saw should be mastered by the majority of students before going to a different tool. 5. Point out the opportunities available for the skilled carpenter and encourage the students to think about possible employment in this field. 6. Vocabulary: kerf, measurement, rip saw, crosscut saw, coping saw, keyhole saw, hacksaw, accurate, 45^{o} angle, 60^{o} angle.		to be cut. To do neat work, the measurements must be accurate.

LESSON #6

SCOPE OF LESSON:

1. Explain the advantages of repairing and refinishing second-hand furniture.
2. Provide the students with the opportunity to practice the basic steps of refinishing and repair.
3. Evaluate the students' understanding and mastery of skills and procedures.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To be able to compute the savings realized by purchasing and rejuvenating second-hand furniture. 2. To be able to demonstrate to the satisfaction of the teacher mastery of previously taught skills by successfully	1. Begin the lesson by pointing out the cost of purchasing new furniture compared with purchasing second-hand furniture. Emphasize that many people make hobbies of refinishing older pieces, thereby saving money and also providing a worthwhile use of leisure time. 2. Demonstrate the following procedures by first explaining what is to be done, then have different students assist at each step. The teacher supervises and corrects wherever necessary. (a) Take off old finish with paint remover. Spread remover over the surface evenly with a brush. (b) Use scraper to remove the softened finish, being careful not to gouge the wood. Reapply remover where necessary. (c) Use steel wool and remover to get at cracks and crevices that can't be reached with a scraper. (d) Clean wood with burlap and turpentine. (e) Sand the surface starting with fairly coarse	Old pieces of furniture Files Chisels Scrub brush Cleansing powder Bucket Brushes Paint remover Scraper	Learning to finish older furniture can save money and provide a hobby for our spare time. Many people furnish their whole house with antiques. We have learned the basic steps of refinishing. They are: 1. Coat with paint remover. 2. Scrape paint off.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
repairing furniture. 3. To be able to refinish a given piece of furniture.	paper and finishing with fine paper. (f) Sand rounded edges by bending paper around edge and using back and forth motion. (g) Use plastic filler to fill holes and hide blemishes. Heap in hole and sand smooth when dry. 3. Each student should have participated in some steps of the procedure. The next activity should provide for actual practice in all the steps by preparing a piece of furniture from start to finish. This will require additional class periods but provides necessary practice besides presenting the opportunity to teach repair procedures on some of the dilapidated pieces. 4. Vocabulary: wood filler, steel wool, sanding block, turpentine, prepare, grain, finish, sealer, antiques.	Steel wool Burlap Sandpaper Sanding block Plastic wood filler	3. Use steel wool 4. Clean wood 5. Sand surfaces 6. Fill holes with filler 7. Wipe with damp cloth and sand again. Learning these skills could lead to a job in a furniture factory.

LESSON #7

SCOPE OF LESSON:

1. Emphasize the use of newspaper ads to gain information about services and products available to the home handy man.

2. Arrange a field trip to a newspaper office and printing facility.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To be able to find at least three newspaper advertisements that relate to home maintenance. 2. To be able to contribute at least one suggestion to a discussion about what to include in a class newspaper.	1. Explain that one purpose of advertising pages in the newspaper is to provide notices of services wanted or rendered. Also mention the role of ads in supporting the newspaper. 2. Give each student a newspaper and have him find various services by headings, such as: (a) Building materials (b) Home improvements (c) Home furnishings (d) Antiques (e) Help wanted Have students read specific ads under these sections and discuss how they might be of help to the home handy man. 3. With some basic understanding of advertising, have the students take a trip to the local newspaper office to see more specifically how ads	Local newspaper Supplementary aids: The Newspaper - A Major Supplement to the Language Arts Program for the Educable Mentally Retarded. Available from the Special Education Curriculum Development	One very useful tool for the handy man is the newspaper. In the advertising section he can find many available services and materials such as used furniture, lumber, paints and supplies, and other items. Sometimes these can be purchased at great savings. The advertising page also helps to pay for the newspaper.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	are processed and get an insight into how effective they are. Upon returning to class, it might be valuable to discuss the possibility of preparing a class newspaper, relative to the activities of the class, incorporating what has been learned throughout the unit as well as what was learned at the newspaper plant. 4. Vocabulary: advertising, home furnishings, services, antiques, improvements.	Center, University of Iowa, Iowa City, Iowa. Field trip to the local newspaper office.	On our visit we learned how ads are placed in papers and have become interested in having our own class newspaper.

LESSON #8

SCOPE OF LESSON: Alert students to the dangers of accidental poisoning in the home.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To be able to list substances found in the home that are poisonous. 2. To be able to read the labels on containers of household products that are poisonous.	1. After showing film discuss the dangers, relating them to the pupils' present situations. List on the blackboard the various poisons that have been discussed. 2. Present poisonous substances that can be found in most homes. Have students read the labels. Discuss how each brand is to be used, what precautions should be taken, etc. 3. Discuss and construct a list of rules for safe storage of poisons.	Film: "Safety Rules for Home Pesticides" Household products that are poisonous. Illustrations and plans for	In every home there are poisonous substances used for cleaning, medicine and other things. These substances can be dangerous to pets and children. We can protect our family by knowing these poisons and how to store them safely. It is

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
3. To be able to present an oral report to the class about one kind of poison, precautions to be observed, and proper medical care to be administered if the poison is taken accidentally.	(a) Keep out of children's reach. (b) Do not store on shelves with food. (c) Do not leave empty poison cartons where pets or children can get them. (d) Do not give or take medicine in the dark. (e) Always label drugs and chemicals. (f) Never re-use poison containers. (g) Read labels carefully before using new products. Present illustrations and plans for constructing a cupboard for storing poisons that can be locked. Also show how locks could be installed on cupboards or chests already in the home. 4. Have students write and present oral reports on each poison discussed and the proper medical care for accidental internal consumption. 5. Vocabulary: D.D.T., substance, poison, antidote, vomit.	locked cupboard or chest.	also good to know how to treat someone who has accidentally swallowed poison.

LESSON #9

SCOPE OF LESSON:

1. Emphasize the importance of budgeting money for home maintenance costs.
2. Structure a situation where students can estimate the cost of home projects and practice budgeting money for these items.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To be able to correctly figure total deductions and net pay on wages and withholding worksheet. 2. To be able to prepare a hypothetical monthly budget. 3. To be able to estimate the cost of a project by considering the amount and kinds of materials needed.	1. Show filmstrips. Briefly discuss the ideas presented. 2. Present a hypothetical work situation where a worker earns a given gross monthly salary. Using the wages and withholding worksheet, have students figure the total deductions and net pay. 3. Have pupils prepare a monthly budget based on certain fixed expenditures for rent, utilities, installment payments, savings, and insurance. Allow them to budget the money as they see fit but be sure to allow enough funds for a home project (i.e., work table, divider wall, lamp, etc.). Included in the budget should be clothing, food, recreation and auto expenses. 4. Figure cost of project. Figure the number of board feet, quality of lumber needed, type needed (plywood, etc.) nails, and finishing materials. With the information above, call the local lumber yard and request an estimate of the cost. Compare with the projected or computed cost. Work out any discrepancies with the pupils. (Tape record call for later discussion. Lesson could end here to be carried on next period.)	Filmstrips: "Budget Ideas for Youth" and "Financial Planning for Young People" Budget and wages worksheets Overhead projector for discussing the worksheets.	Caring for a home often requires wise home business practices. When repairs or home projects cost more than a few dollars, it may be necessary to plan ahead by budgeting. A safe and handy method for paying bills and other expenses is to use a checking account. Cancelled check stubs make it easy to keep records for taxes and other purposes.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
4. To be able to telephone a place of business to request specific information on costs of materials and then compare these figures with the estimated cost.	5. Have students write practice checks and keep a record stub for each item on the budget. Lesson culminates with checking and reconciling the balance figured by the students. A general discussion period should follow to clear up any vague or foggy conceptions. The discussion should summarize the idea that "a stitch in time saves nine",--that money spent wisely can avoid more expensive outlays in repairs at a later date. Stress, however, that planning ahead for home projects is necessary to avoid neglecting other needed areas. A short paper and pencil quiz might be administered to evaluate the thoroughness of their learning in the areas covered. 6. Vocabulary: budget, cancelled check, stub, record, social security, taxes, insurance expenses, income, deductions.		We should make it a practice to check our cost figures by contacting the proper business in town either in person or by telephone.

TEACHER EVALUATION ON STARTER UNITS

Date_____ Level Taught_____

Explanation of Rating Scale
Rating 1 2 3
Assume the rating is on a scale ranging from (1) good to (3) poor

DEVELOPMENTAL STEPS TO WRITING LIFE EXPERIENCE UNITS

	Informative	Clearly Presented	Practical	Relevant
Preliminary Steps Pages 5 to 13	____	____	____	____
Lesson Plans Pages 13 to 34	____	____	____	____
SAMPLE LESSON PLANS Pages 37 to 207				
Scope of Lesson Statements	____	____	____	____
Instructional Objectives	____	____	____	____
Activities	____	____	____	____
Resource Materials	____	____	____	____
Experience Chart	____	____	____	____

EVALUATIVE COMMENTS:

Was the Starter Unit publication helpful? Yes_____ No_____
Would you be in favor of SECDC publishing additional collections of starter units? Yes_____ No_____

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